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ABSTRACT

Designed to assist local colleges/districts in assessing their existing home economics program, and in developing curricula that respond to the changing needs of students, communities, and the workforce, this plan presents the program guidelines of the California Community Colleges (CCCs). Introductory material describes the history of the program plan, its organization and dissemination, philosophical and fiscal support, the taxonomy of home economics programs and the mission and goals of career-vocational education and home economics in California. Each of next six sections provides a mission statement; a review of career opportunities; a description of the curriculum; descriptions of courses and core components; procedures for evaluation, assessment, and accountability; and resources. The sections cover the following home economics areas: (1) Fashion (e.g., merchandising, design/production, and apparel/textiles); (2) Interiors (e.g., environment, design, and merchandising); (3) Life Management (e.g., financial management, resource management, and consumer affairs); (4) Lifespan (e.g., child development, family studies, and gerontology); and (5) Nutrition and Food (e.g., food service management, dietetic technician training, and chef education). Following an overview of the state's articulation efforts, which includes a review of the California Articulation Number system, the final section describes the CCCs computer bulletin board, Info-Net. Appendixes list planning committee and task force members, and a glossary of terms. The Directory of Professional and Trade Organizations and Directory of Home Economics and Related Program Areas and Instructional Staff are attached. (MAB)

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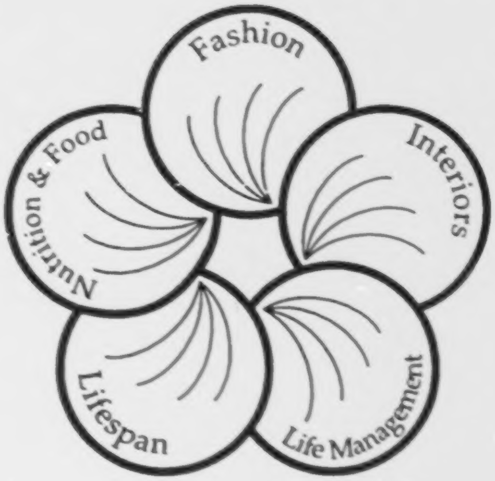
California Community College Home Economics Program Plan
1992



Including

Directory of Professional and Trade Organizations

Directory of Home Economics and Related Program Areas and Instructional Staff

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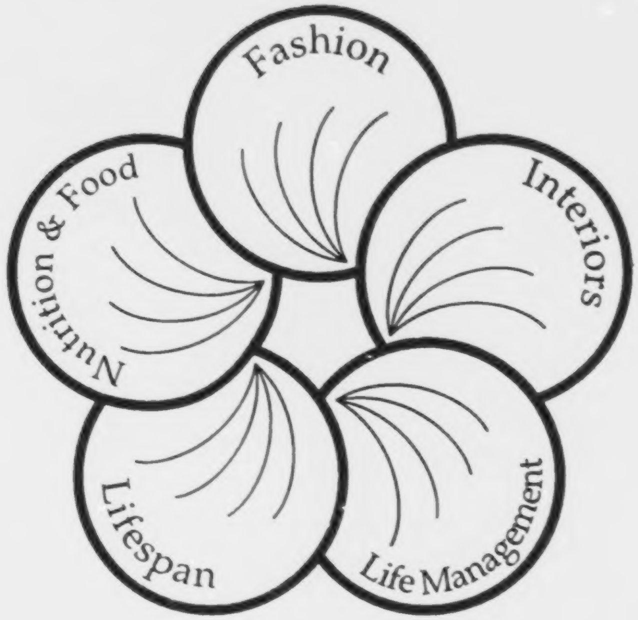
Fashion
Interiors
Life Management
Lifespan
Nutrition & Food

California Community College Home Economics Program Plan

1992

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September, 1992

The *California Community College Home Economics Program Plan* is an important resource. It provides guidelines and standards for local program improvement which address student and community goals.

Community college priorities of
- General education
- Vocational/occupational preparation
- Transfer education

are each accommodated through the *Program Plan.* Essential partnerships between education and business, industry and the public sector are encouraged to keep curriculum current and relevant and prepare students to be productive participants in California's changing workforce and in society.

Through local college utilization of the *Program Plan*, students can know that their education will be comparable regardless of the community college they choose to attend; employers can be assured job skills and general education will be consistent from one college to another.

It is hoped this publication will be a useful resource.

David Mertes

David Mertes, Chancellor
California Community Colleges

September, 1992

The California Community College Home Economics Program Plan has turned many corners since it was first developed in 1985. Yet, the standards and guidelines initially established are as valid today as they were then. As is true with all curriculum, revisions were essential to keep the *Program Plan* relevant and lead to instructional programs which could prepare students for the future.

Revised in 1989 and now, again, in 1992, the *Program Plan* is the product of hundreds of professionals from education and industry. Through their efforts, the *Program Plan* is *focused on the future* and in tune with recent changes including those introduced through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990 and the *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1991-1994.*

Colleges are encouraged to use the *Program Plan* to review current offerings in the program areas of: Fashion, Interiors (Environment, Design, Merchandising), Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition and Food. The Program Plan is an important basis for articulated and Tech-Prep programs and can simplify those processes.

The Chancellor's Office is pleased to have sponsored the initial development and continued improvement of the *California Community College Home Economics Program Plan*. Local colleges are encouraged to implement the *Program Plan* as an important guide for program improvement.

Pat Stanley

Pat Stanley, Dean
Vocational Education

INTRODUCTION

The *California Community College Home Economics Program Plan* was designed to be a useful tool for local colleges/districts. Sponsored by the Chancellor's Office, California Community Colleges, development and revision of the *Program Plan* have been supported by Carl D. Perkins Vocational Education Act (VEA) and the 1990 amendments, Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds.

The *Program Plan* is intended to help a college/district assess its existing Home Economics Program in the five areas of: Fashion, Interiors, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition and Food. Used for this purpose, it provides guidelines which can lead to program improvement.

The *Program Plan* can also help a college develop curriculum, introduce new programs and expand specializations within the five program areas to serve the needs of changing student populations, communities and the workforce.

Through the *Program Plan*, community college students statewide may be insured that their course of study and preparation for either lifelong learning or occupational skills are consistent, regardless of the college they attend. Employers can feel confident that the occupationally trained student will have similar competencies regardless of the community college which provided the training.

Program guidelines were developed with extensive involvement of local college professionals and representatives from business/industry and the public sector. All had expertise in specialized areas. The *Program Plan* is flexible to meet the varied needs of communities, individuals and families and the local labor market. The *Program Plan* is not prescriptive, but rather a guideline which can help individual colleges/districts benefit from the experiences of successful and innovative Home Economics Programs in California community colleges and a standard which can lead to successful realization of individual goals and expectations.

HISTORY

The *Program Plan* for California Community College Home Economics was first produced in 1984-85. It culminated from an intensive effort on the part of many Home Economics and related professionals. The *Program Plan* has been a standard for excellence for California community college Home Economics and related program areas and a model for other disciplines and support services. The Mission and Goals (shown on page 7) developed for the original *Program Plan*, are as relevant today as they were in 1985. They have continued to influence the focus and direction for the five program areas. The original *Program Plan* architects cautioned that attention must be directed toward keeping the *Program Plan* relevant, current and vital. This philosophy has continued to guide the Chancellor's Office, California Community Colleges and leading committees, most notably, the Consumer/Home Economics State Advisory Committee and the Home Economics Professional Development Committee, both of which have been instrumental in assessing and advising on the need for *Program Plan* implementation and revision. (Committee members are listed in Appendix A).

In 1989, a Task Force of sixty-five selected Home Economics instructors, practitioners and resource professionals were convened to assess the currency of the *Program*

Plan and make recommendations for revision. A revised *Program Plan* was distributed to 107 colleges/71 districts in 1990.

In 1991-92, the *Program Plan* was once again reviewed. Input was collected through subject matter sessions during an April 1991 Leadership: 2000 retreat and the October 1991 California Community College Consumer Home Economics and Early Childhood Educators statewide conference. In April 1992, a Task Force of forty-five selected Home Economics and interdisciplinary instructors and industry practitioners revised the *Program Plan.* (Task Force members are listed in Appendix A). Their priority focus was on interdisciplinary trends and curriculum relevant to Home Economics subject matter and guidelines for minimum qualifications for instructors based on the recommendations of the California Community College Academic Senate. Other major factors of influence stimulated additional review. These included the Carl D. Perkins Vocational and Applied Technology Education Act 1990 amendments and the *California State Plan for Carl D. Perkins VATEA Funds 1991-1994*, critical societal issues and trends, expanded emphasis on articulation and Tech Prep and a changing California work force.

ORGANIZATION

The *California Community College Home Economics Program Plan* includes a variety of sections. These have been color coded for easy reference. All content relevant to each of the five program areas are grey. These include: Introduction, Articulation, Info-Net, Glossary and Appendixes. The Home Economics program areas are indexed and color coded as follows: Fashion: lavender, Interiors: blue, Life Management: pink, Lifespan (Child Development, Family Studies, Gerontology): yellow, Nutrition and Food: green. Each of the five program sections is self-contained and along with the generic sections can provide a guideline for that specific program area or specializations within.

Two directories – a *Directory of Professional and Trade Organizations* which is a resource for all five program areas and a *California Community College Directory of Home Economics and Related Program Areas and Instructional Staff* and listing of offerings by college and contact staff – are included at the back of the *Program Plan.*

All sections have been punched for insertion into a three-ring binder if that organization facilitates use. Colleges are encouraged to place copies of the *Program Plan* or individual sections with those professionals responsible for implementing the program(s).

SUPPORT

The primary philosophical and fiscal support for Home Economics and related program areas comes from the local college Board of Trustees. This commitment is based on local community conditions and demographics, student's needs for useful life-long skills and practices and occupational goals and objectives and labor market demands for trained workers. It is incumbent upon Home Economics and related program areas and occupational administrators to provide the local college administration and Board of Trustees with data which demonstrates their commitment is being addressed and met.

Supplemental funding for Home Economics and related program areas is also available through special funding sources and grants. Local colleges need to address these funding avenues as a resource for enriching programs and student opportunities.

VATEA is one source for local Consumer Education and Home Economics Program supplemental funding. The 1990 Act focuses attention on underrepresented populations and the particular needs of these individuals to learn skills for coping with a multifaceted society and the challenges of a changing family/community structure and the critical need to identify and meet occupational training for immediate employment. Home Economics has a distinct and vital role to play in addressing these priorities.

Within the *California State Plan for Carl D. Perkins, VATEA Funds 1991-1994* there are three sections which most specifically address local college Home Economics which should be pursued for funding:

Title II C: Priority Occupational Programs determined in accord with the college/district local Plan (Section 7 of the *California State Plan).*

Title III B: Consumer and Homemaking Education MiniGrants awarded through a competitive bid process (Section 12 of the *California State Plan).*

Tech-Prep: Four-year (11 and 12 and post secondary) programs to support aggressive articulation and career preparation/placement, awarded through a competitive special projects RFA basis (Section 13 of the *California State Plan).*

ACCOUNTABILITY AND REPORTING

Each section of the *Program Plan* includes specific guidelines for evaluation and accountability. The Taxonomy of Programs (TOP), an instructional program classification system used in California community colleges, is utilized statewide and by local colleges to report student enrollment data by program. These codes relate to the *U. S. Department of Education Classification of Instructional Programs (CIP), 1990 Edition* and are further defined by the California Community Colleges Chancellor's Office, Operations Manual Student Accountability Model (SAM). The appropriate assignment of students is essential for accurate allocation of state/local funds to the proper program areas. Certain designations are determined by the college based on state and local guidelines.

TOP Codes and descriptions for the Consumer Education and Home Economics Program Areas follow:

Taxonomy of Programs (TOP) Codes

1300.00 **Consumer Education and Home Economics**
This is the Taxonomy of Programs title. No enrollments should be reported in this TOP Code.

The Consumer Education and Home Economics program is vocational and has a two-fold purpose: the preparation for the occupation of homemaking (CHE) and employment (occupational), in addition to the transfer program and general education.

"Consumer Education and Home Economics programs are designed to meet the needs of those who desire to work in a variety of human services areas and focus on the relations between physical, social, emotional, and intellectual development of individuals in a variety of settings."
Source: *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1991-1994.*

1301.00 **Consumer Education and Home Economics (Transfer)**
An instructional program designed for lower division transfer which derives its content from a combination of several areas of Home Economics, i.e., Fashion, Interiors (Environment, Design, Merchandising), Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition and Food.

1301.00 is the transfer program and therefore is not appropriate for the use of federal Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds.

1302.00 **Interiors (Environment, Design, Merchandising)**
The study of design and its functional application to the environment, housing, furnishing accessories and equipment to provide commercial and residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

1303.00 **Fashion**
The study of fashion and its influence on individuals and society including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, construction, finishing, characteristics, selection, use and care of fibers and fabrics.

1303.10	Fashion Design
1303.20	Fashion Merchandising
1303.30	Fashion Production

1304.00 **Life Management**
The study of the consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management, and careers in resource management, financial management and consumer affairs. This is the CHE program which is appropriate for the use of VATEA Title III, B, Consumer and Homemaking Education funds, when the program content and methodology meet the requirements as defined. This TOP Code program may also be funded as occupational under VATEA Title II, C when defined by SAM Coding.

1305.00 **Lifespan (Child Development, Family Studies, Gerontology)**
The study of the nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.

1305.10	Child Development and Lab
1305.20	Exceptional Child
1305.30	Gerontology
1305.40	Nanny Training

1306.00 **Nutrition and Food**

The study of the principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.

1306.10	Restaurant and Foodservice Management
1306.20	Dietetics (Pre, Technician, Supervision)
1306.30	Culinary Arts (Chef, Catering, Food Server)
1306.40	Nutrition, Health and Fitness
1306.50	Food and Equipment Demonstration

1307.00 **Hospitality**

The study of the organization and administration of hospitality services, management and training of personnel.

This TOP Code was revised from Institutional Management to Hospitality. The contents will be developed at a future date.

1308.00 **Other**

This TOP Code is used appropriately for general Home Economics work experience or other general Consumer Education and Home Economics courses, i.e. laboratory studies.

Applicable TOP Codes are also included in the five program sections.

DISSEMINATION

Seven-hundred copies of the *California Community College Home Economics Program Plan* and *Directories* have been distributed statewide to: 107 colleges/71 districts to the designated Home Economics contact four-year colleges/universities, California Department of Education (CDE)/secondary system/Regional Occupational Centers/Programs (ROC/Ps), business/industry and other key agencies and organizations.

To obtain a copy of the *California Community College Home Economics Program Plan* contact:

Chancellor's Office
California Community
Colleges
1107 Ninth St., Suite 900
Sacramento, CA 95814
Peggy Sprout Olivier,
Specialist

Center for Consumer Education
and Home Economics
Mt. San Antonio College
1100 N. Grand Avenue
Walnut, CA 91789

ERIC Clearinghouse
for Junior Colleges
UCLA
8118 Math-Sc. Bld.
405 Hilgard Ave.
Los Angeles, CA
90024-1564

(

The Intent of the California Plan for Vocational and Applied Technology Education Act Funds

The overall intent of *The California State Plan for Vocational and Applied Technology Education Act Funds* is to:

- Increase the number, variety, and quality of technical preparation program sequences (redesigned vocational education) available to students and adults through articulated delivery systems of high schools, regional occupation centers/programs (ROC/Ps), secondary adult vocational education programs, community colleges, and universities;
- Increase the number of technical preparation programs which have an integrated curriculum with a common core of proficiencies in mathematics, science, communications and technologies designed to lead to an associate degree or certificate in a specified career field;
- Increase the trend of equitable participation of special student populations (see Section 6 for definition) who successfully transition from technical preparation programs to either the next level of preparation or work;
- Improve, expand, and update career guidance programs to emphasize the need for students to have basic skills; support concepts contained in the *National Guidelines for Career Development;* and promote four-year planning, community involvement, and relevant career field experiences;
- Establish a technical preparation program certification system statewide in cooperation with business and industry and provide state leadership activities to help program staff develop new programs and improve existing programs to meet certification standards;
- Increase the number of students meeting certification standards through the establishment of a system for student certification of technical preparation in all occupational cluster areas in cooperation with business, industry and labor;
- Increase the number, variety, and quality of preparatory and vocational education services that are targeted toward eliminating sex bias and providing single parents, displaced homemakers, and single pregnant women with marketable skills;
- Increase the number, variety and quality of vocational support programs by, community-based organizations;
- Improve, expand, and update consumer and homemaking education programs and support services that are targeted toward participants in economically depressed areas and traditionally underserved participants.

In working together to address these goals, the California Department of Education (CDE) and the Chancellor's Office of the California Community Colleges (COCCC) have each developed a comprehensive leadership strategy. The efforts led by each agency are coordinated through this state plan to promote programs at the local level that better prepare students for the transition from school to work and that upgrade the skills of the workforce to aid in the economic development of the state.

Source: ***California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1991-1994***

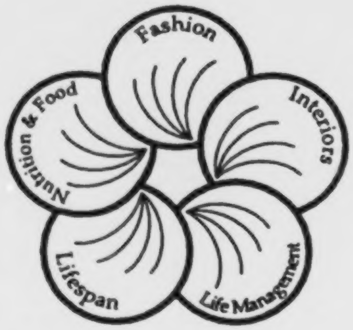
MISSION

"The mission of career-vocational education in California is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state." Source: *California Plan for Career-Vocational Education.*

The mission of Home Economics in the California Community Colleges is to prepare individuals to function effectively in changing family, community and work environments. Home Economics provides educational opportunities that respond to human needs, future technologies and global changes in preparing students for employment, advanced study and lifelong learning. Home Economics enables individuals to develop skills that improve the quality of life in a diverse society.

GOALS

- Provide access for all students in California Community Colleges to Home Economics programs and services that meet their individual and family needs.
- Provide alternative delivery systems designed to meet the changing needs of individuals and organizations within the community.
- Provide diversity of programs and services to meet needs of a pluralistic society, increase awareness of equity issues and special needs populations and enhance opportunities for individuals to improve the quality of life.
- Expand off-campus and outreach instruction to meet lifelong learning needs of individuals and organizations within the community.
- Prepare individuals for advanced study in traditional, non-traditional and high technology fields in order to interface with a global economy.
- Provide individuals with marketable skills which meet their career goals and lead to placement in a job for which they have been trained.
- Articulate with secondary, other post-secondary institutions and business and industry to maximize the quality of education and utilization of resources.
- Provide appropriate professional development opportunities for faculty, administrators and other vocational education program staff to improve the relevance and quality of instruction.
- Recognize the interdisciplinary nature of Home Economics by incorporating appropriate content from many other areas of study.


Fashion
Interiors
Life Management
Lifespan
Nutrition & Food

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A Section of: *California Community College Home Economics Program Plan, 1992*

FASHION

STATEMENT OF PURPOSE

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. Fashion is delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Textiles and Apparel with potential transfer to Baccalaureate institutions, AA/AS degrees and Certificates of Achievement. The Fashion program provides a course of study to meet the needs of a pluralistic society, to seek and support gender equity and to serve a diverse urban and rural, high technology population.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.

Mission

The mission of the Fashion program is to:

- Identify and respond to the educational needs of the community/industry.
- Provide educational opportunities and program delivery systems to students needing nontraditional scheduling.
- Develop programs to meet the emerging trends, needs and technological advances of the fashion industry.
- Provide educational opportunities in the field of fashion for career employment, advanced study, professional development and lifelong learning.
- Provide an environment which promotes critical thinking, professional growth, multicultural awareness and creativity.
- Provide opportunities for unique specialization in Fashion Merchandising, Fashion Design, Fashion Production, Textiles and Apparel.

Mission, continued

- Provide education in fashion specializations, certificates and degrees.
- Strengthen the partnership between Fashion programs, secondary/post secondary education segments and the business community, other academic disciplines, professional associations and policy makers.
- Strengthen alumni contacts for program support.
- Provide a faculty with strong academic and technical skills and abilities.

CAREER OPPORTUNITIES

Career Ladder

Students studying Fashion at California Community Colleges may proceed up a career ladder to various levels of employment and learning. Many students currently employed in the fashion industry enroll in specific classes to upgrade their knowledge and skills as new technology demands.

Level I - Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Fashion or a related area. Number of credits will vary according to individual college program requirements. Courses identified in Matrix under Level I (See page 18).

Level II - Technical: AA/AS Degree. Courses identified in Matrix under Level II (See page 18).

Level III- Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 18).

Potential Career Opportunities

FASHION MERCHANDISING

- Assistant Department Manager
- Boutique Owner
- Bridal Consultant
- Color/Image Consultant
- Department Manager
- Display Person
- Fabric Sales Associate
- Fashion Advertising Consultant
- Fashion Commentator
- Fashion Photographer
- Fashion Sales Associate
- Fashion Show Coordinator
- Fashion Sketcher
- Human Resource Developer
- Management Trainee
- Manufacturer's Sales Representative
- Merchandising Trainee
- Personal Shopper
- Promotion Assistant
- Sales Associate
- Sales Trainee
- Showroom Assistant
- Special Events Director
- Specialty Shops Coordinator
- Visual Merchandiser

FASHION DESIGN/PRODUCTION

- Alterationist Assistant
- Designer/Seamstress
- Assistant Production Manager
- Computer Digitizer
- Costing Engineer
- Customer Services Representative
- Cutter and Finisher
- Designer
- Fashion Sketcher
- First Pattern Maker
- Grader
- Marker Maker - manual or computer
- Piece Goods Buyer
- Production Cutter
- Production Manager
- Production Pattern Maker
- Product Sales Representative
- Quality Controller
- Sales Manager
- Sample Cutter
- Sample Maker
- Sewing Room Supervisor
- Shipping Clerk Specialist
- Show Room Representative
- Small Business Owner
- Tailor
- Textile Croquis Painter
- Trim Purchasing Clerk

APPAREL/TEXTILES

After completion of at least the certificate program with transfer to four-year institution

- Advertiser
- Advertising Manager
- Audiovisual Producer
- Consulting Advisor
- Designer
- Display Director
- Editor
- Educator
- Entrepreneur
- Executive Program Trainee
- Fashion Buyer
- Fashion Copywriter
- Fashion Researcher
- Feature Writer
- International Marketing Consultant
- Magazine Advertising Manager
- Manufacturer's Representative
- Merchandising Manager
- Museum Curator
- Operation Manager
- Public Relations Fashion Director
- Resident Buyer
- Retailer
- Store Manager
- Swatch Trader
- Textile Colorist
- Textile Librarian
- Textile Researcher
- Textile Restoration Specialist
- Theater Designer
- Trade Publication Editor

Future Outlook

Our global society is highly influenced by the California Fashion Industry as leaders in design, manufacturing and merchandising. Major market centers, apparel manufacturers and some of the largest retail shopping malls in the world provide California with diversified career opportunities.

Emerging careers in this high growth industry will require "state of the art" high-tech training.

- Fabrication
- Computerization
- Telemarketing
- Telecommunication
- Video merchandising
- Service orientation

As new programs and courses are developed, particular attention should be directed to the needs of returning students and growing immigrant populations working toward advancement in the fashion field.

It will be imperative that the community college Fashion programs be synchronized with future industry and consumer needs. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. These data are available at each California community college. Field experience in business and industry is increasingly important.

CURRICULUM: PROGRAMS AND COURSES

The Fashion curriculum is designed to provide an occupational program of study for students interested in pursuing a career in Fashion Merchandising, Fashion Design, Fashion Production, Textiles and Apparel. Courses within the curriculum will also provide part of the undergraduate requirements necessary for those students wishing to transfer their credits to a program at a four year college or university. Selected courses provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

Fashion includes programs in Fashion Merchandising, Fashion Design, Fashion Production, Textiles and Apparel.

Course Classification

TOP Classification: The TOP Code classification for the Fashion area is:

1303.00	Fashion The study of fashion and its influence on individuals and society including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, construction, finishing, characteristics, selection, use and care of fibers and fabrics.
1303.10	Fashion Design
1303.20	Fashion Merchandising
1303.30	Fashion Production

Vocational: Courses included in the Fashion program are considered to be vocational and occupational.

Transfer: Courses included in the Fashion program are perceived to be a potential equivalent course when offered at the lower division level of a four-year university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation number (CAN).

CAN H EC 4	Principles of Design
CAN H EC 6	Textiles
CAN H EC 10	Principles of Clothing Construction
CAN H EC 16	Life Management
CAN H EC 20	Fashion Selection
CAN H EC 22	Fashion Industry and Marketing

Lifelong Learning, Continuing and Adult Education: All the courses within the Fashion program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses may be offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for the Fashion program.

- Entry: Occupational Certificate (Level I) - Certificates will be given to students completing core courses and additional required courses within a given Fashion program as required by individual colleges. The certificate level provides students with specific skills and knowledge leading to employment in a Fashion related job.

Some suggested possibilities are certificates in:

- Cosmetics Specialist
- Fashion Communications
- Fashion Consultant
- Fashion Design
- Fashion Dressmaking and Alteration
- Fashion Merchandising
- Fashion Production
- Fashion Stylist
- Modeling
- Video Merchandising
- Visual Merchandising

- Technical: AA/AS Degree (Level II) - Graduation requirements in any one of the Fashion programs include completion of core courses, additional required courses chosen by individual community colleges, completion of required general education courses and electives to equal 60 or more semester units. Departmental designation and unit value may vary from institution to institution. The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

- Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate or other degree; provides students with qualifications for professional employment.

Electives: Any of the courses listed under the different program headings could be used as elective courses in another program. Some suggested electives would include: Textile Design, Special Topics in Fashion, Accessory and Millinery Design, Men's and Children's Clothing Design, Theater Costume Design and Special Needs Clothing. Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

Work Experience/Internship: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Several courses related to the Fashion program are taught in other departments and some fulfill general education requirements. This arrangement provides the student with a broader-based education. Suggested departments and courses include:

- Art
  - Computer Graphics
  - Illustration
  - Painting
  - Sketching

- Behavioral and Social Science
  - Cultural Anthropology
  - History
  - Psychology
  - Sociology

- Business
  - Accounting
  - Advertising
  - Computer Applications
  - General Business
  - Marketing (domestic and international)
  - Personal Finance
  - Sales

- Communications
  - English (reading and writing)
  - Journalism
  - Speech

- Engineering
  - Computer Aided Design

- Humanities
  - Art History
  - Art Principles
  - Costume and Set Design
  - Graphics
  - Photography
  - Two and Three Dimensional Design

- Industrial Arts
  - Basic Materials and Methods

- Math and Science
  - Basic Math
  - Organic Chemistry
  - Statistics

FASHION PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*			PROGRAMS**		
	I	II	III	A/T	FD/P	FM
Advanced Clothing Construction	X	X		X	X	
Apparel Evaluation	X	X		X	X	X
Computer Applications in Fashion		X	X	X	X	X
Draping	X	X		X	X	
Ethnic Fashion		X		X	X	
Fashion Advertising	X	X				X
Fashion Buying	X	X	X			X
Fashion Consulting	X					X
Fashion Design	X	X	X		X	
Fashion Field Study	X	X	X	X	X	X
Fashion History and Trends	X	X	X	X	X	X
Fashion Illustration	X	X		X	X	X
Fashion Industry and Marketing	X	X	X		X	X
Fashion Promotion and Coordination	X	X				X
Fashion Selection	X	X		X	X	X
Fashion/Trade Sketching	X	X			X	X
Fashion Work Experience/Internship		X	X	X	X	X
Fitting and Alterations	X	X		X	X	
Flat Pattern Design I	X	X	X	X	X	
Flat Pattern Design II	X	X	X		X	
Industrial Production Techniques	X	X			X	
Life Management		X	X	X	X	X
Manufacturing Techniques	X				X	
Modeling	X					X
Pattern Production	X				X	
Principles of Clothing Construction	X	X		X	X	
Principles of Design	X	X		X	X	X
Professional Practices in Fashion		X	X		X	X
Sample Making	X	X			X	
Tailoring	X	X	X	X	X	
Textiles	X	X	X	X	X	X
Visual Merchandising	X	X				X

*LEVELS:

I	Entry: Occupational Certificates
II	Technical: AA/AS Degrees
III	Professional: BA/BS or Advanced Degrees

**PROGRAMS:

Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

A/T	Apparel/Textiles
FD/P	Fashion Design/Production
FM	Fashion Merchandising

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COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the core courses and the recommended optional courses shown on the Programs and Courses Matrix.

ADVANCED CLOTHING CONSTRUCTION

Development of advanced skills in apparel construction including custom couture techniques, the use of special fabrics such as plaids, lace, sheers and pile and methods of individualizing clothing with structural and applied designs such as piping, quilting or appliqué.

Core Components

Couture techniques
Individualizing techniques
Applied designs
Use of special fabrics
  plaids
  lace
  sheers
  piles
Structural and applied designs
  piping
  quilting
  appliqué
Proportion analysis

APPAREL EVALUATION

Analyze components of apparel and fashion accessories. Develop evaluation techniques for quality comparison and formulate selling points for use with identified target customers.

Core Components

Apparel and accessories standards of quality
  apparel components, terminology
  commercial construction techniques
  dollar comparison
  apparel labeling
  fashion fit
  selling points
Children's wear - legislative requirements
Other specialized apparel

COMPUTER APPLICATIONS IN FASHION

Acquaints students with computers used by retailers and manufacturers. Exploration of possibilities of using microcomputers in various fashion capacities.

Core Components

- Trade sketching
- Grader and marker making
- Pattern styling
- Grade rules application
- Digitizing
- Fabric, color and motif design
- Garment design analysis
- Figure analysis
- Draping
- Image analysis
- Graphic Design/CAD-CAM
- Data bases
- Spreadsheets
- Visual merchandising

DRAPING

Manipulation of fabrics on a dress form to create designs without the use of drafted pattern. Use of a variety of fabrics and an exploration of the many possibilities of draping.

Core Components

- Translating ideas into a saleable garment
- Basic blocks creation on a form
- Draping application in the garment industry
- Current fashion trends
- Design idea resources
- Basic garment draping on a dress form
- Materials and special fabrics
- Basic preparation for draping
- Basic patterns

ETHNIC FASHION

Survey of apparel worn as the national dress by people in all areas of the world. Emphasis on the influence of ethnic apparel on contemporary fashion.

Core Components

- Historical perspective
- Structural and design elements
- Social and economic factors
- Motifs
- Ethnic fashions
- Incorporation into contemporary design

FASHION ADVERTISING

The role of advertising in the economy and marketing process. Student projects include the development of an advertising budget, creation of a media and advertising plan and creation of advertisements for television, video, radio and print.

Core Components

- Advertising campaign
- Advertisement placement
- Commercials
- Advertising budget
- Media and advertising plan
- Advertisements
  - television, video
  - radio
  - printed matter
- Layout and production
- Campaigns
- Catalogs
- Logos
- Lettering and typography
- Video production

FASHION BUYING

Principles of buying for resale in independent stores, department stores and chain stores with centralized buying. Includes buying for fashion merchandise, staples, hard and soft merchandise lines; merchandise planning and selection, resource relations, legal trade regulations, pricing, merchandise management and control.

Core Components

- Principles in organizing and managing retail stores
- Buying procedures and practices
- Identifying target customers
- Merchandise planning
- Merchandise selection
- Buying
- Pricing (price points)
- Retail control
- Calculation of open-to-buy
- Assortment planning and resources
- Legal trade regulations
- Inventory control (physical and book)
- Qualifications and responsibilities of a buyer
- Supporting staff services
- Selection of sources of supply
- Use of computers
- Analysis of reports, orders, transportation costs, purchase journal

FASHION CONSULTING

Provides advanced instruction in wardrobe planning, figure and color analysis and color coordination for clients. Selection of resources for personal shopping and information on creating an appropriate image.

Core Components

Wardrobe planning
Proportion analysis
Individual color analysis
Color coordination
Resources
Career opportunities
Business communication, professionalism and ethics
Development of business plan including cards and promotional aides
Demands of customers, seasons, price points

FASHION DESIGN

Design and trend analysis problems encountered in the various size ranges, style categories and price ranges in designing seasonal lines and promotional groups in the manufacturing of apparel. Current fashion trends and resources of design ideas.

Core Components

- Design problems
  - size ranges
  - style categories
  - price ranges
  - seasonal lines
  - apparel categories
  - trims
  - fabrics
- Designer work sheet
- Costing a garment
- Aesthetics of design
- Elements of design
- Principles of design
- Trade sketching
- Trend analysis and research
- Fabrication for coordinating a line
- Fitting and quality analysis
- Production engineering

FASHION FIELD STUDY

Acquaints students with the world of fashion. May include field trips to manufacturers, designers, the California Mart, different types of retail stores, museums, fashion publications, fashion shows, fashion tours to major U.S. fashion centers or foreign countries.

FASHION HISTORY AND TRENDS

Surveys the evolution of apparel styles through history from Egyptian to contemporary periods. Relation of recurring style trends to contemporary fashions. Includes sociological, economic and political factors affecting apparel through the centuries.

Core Components

Evolution of apparel styles
Relation of recurring style trends from history to present day
Influence of social and political changes on apparel of the period
How apparel reflects the life style of a historic period
Period styles
    classic
    byzantine
    medieval
    renaissance
    transition
    nineteenth century
    twentieth century
Psychological aspects

FASHION ILLUSTRATION

Drawing of the clothed figure as well as rendering of fabrics and patterns. Instruction in the sketching of basic fashion styles, poses and fabrication on developed croquis rendered in various media. Presentation techniques are stressed and practiced.

Core Components

Drawing a croqui in various poses
Drawing apparel on a figure
Basic fashion styles sketching
Portfolio preparation
Fashion rendering
    design sketching
    production sketching
    presentation drawing
    fashion illustration
Fashion figure proportions
Silhouettes
Illustration media and color
Fabric motif, drape and texture

FASHION INDUSTRY AND MARKETING

Exploration of the fashion industry, marketing and careers within the industry (CAN H EC 22).

Core Components

Development of fashion and industry
Fashion terminology
Primary markets, producers of materials
Secondary markets, design and production
Retailing
Auxiliary fashion resources
Economic importance of the industry
Channels of distribution
Marketing concepts
Domestic and foreign markets
Fashion careers and job market analysis
Sourcing
Global implications

FASHION PROMOTION AND COORDINATION

Principles of fashion promotion and coordination. Study of the psychology of fashion, functions of the fashion coordinator and techniques and procedures for presenting fashion. Observation and participation in an area of the fashion industry. Study of the functions of fashion coordinators and directors in retail and wholesale fields.

Core Components

Principles of fashion coordination
Communication skills: psychology, persuasion, professionalism and promotion
Types of fashion promotion
Techniques for presenting fashions
Planning and budgeting sales promotions
Types of fashion shows
Fashion show production: plans, budget, materials, advertising, coordination
Principles of presenting fashion seminars
Use of newspaper, radio and other media

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

Core Components

Application of principles and elements of design theory to individuals, coloration and proportions

Significance of apparel: psychological, sociological, physiological and cultural
Apparel and personality
Apparel lifestyle
Wardrobe planning and budgeting for diverse lifestyles
Apparel for special needs
Care of apparel

FASHION/TRADE SKETCHING

Basic skills in sketching the fashion figure and apparel. Emphasis placed on the workroom sketch.

Core Components

Rendering and equipment technique
Workroom sketches
Fashion figures
Action poses
Style details
Design lines
Texture motifs and drapes
Portfolio preparation

FASHION WORK EXPERIENCE/INTERNSHIP

On-the-job experience with or without pay includes feedback from instructor and contractual commitment. Student experiences are supplemental to those required by employer. Includes professional sales techniques and development of resumés.

FITTING AND ALTERATIONS

Demonstration and experience in garment pieces fitting each other and the body that wears them; altering a commercial pattern to body measurements and contours.

Core Components

Pattern adjustments
Fabric adjustments
Body types
Fitting problems
Style and fit evaluation of garment, style, body shape
Alterations and re-styling techniques
Marking, costing and construction using industry methods and equipment

FLAT PATTERN DESIGN I

Introduction to flat pattern methods of design and various apparel styles from developed slopers in creating first patterns. Introduction to garment industry techniques for creating patterns by using flat pattern methods. Translates a designer's idea into a saleable garment.

Core Components

- Development of basic sloper
- Pivot and slash spread methods of pattern styling
- Requirements of completing a first trade pattern
- Target customer designing
- Application and analysis of design elements and principles
- Translation of an idea into a saleable garment
- Patterns and garments from a standard block
- Problems
  - various size ranges
  - style categories
  - price ranges
  - seasonal lines
- Design idea resources

FLAT PATTERN DESIGN II

Expansion of flat pattern method of designing first patterns from a designer's trade sketch to developing basic blocks and styles to meet the needs of a targeted customer.

Core Components

- Developing basic blocks, fitting techniques, pattern styling techniques for:
  - second layer garments
  - pants and jumpsuits
  - stretch knits
- Identification of fashion, quality and cost
- Design needs of a targeted customer

INDUSTRIAL PRODUCTION TECHNIQUES

Develops basic blocks and uses these to design and make first patterns, production patterns and sample garments for a season's line showing. Target customer, store personality and garment price line are considered in designing, fabricating and costing a line.

Core Components

- Designing a line
- Creating a garment
- Developing a basic block for child, man or woman
- Producing a perfect production pattern
- Processes used in manufacturing and design room
- Terminology
- Marker techniques

LIFE MANAGEMENT

Current changes in society which influence life management skills, including changing family structure, value conflicts, dual role issues, decision-making and resource management (CAN H EC 16).

Core Components

- Values and goals
- Decision-making/problem solving
- Cultural forces
- Human growth potential
- Standards and priorities
- Impact of change
- Multiple roles
- Education and career decisions
- Motivation
- Delegation
- Communication
- Time and energy management
- Work simplification
- Environmental management
- Future trends
- Research skills

MANUFACTURING TECHNIQUES

Introduction of a major segment of the fashion industry. Includes layout and cutting techniques, industrial machines, professional pressing techniques, quality control and production procedures, grading, sorting and labeling.

Core Components

- Layout and cutting techniques
- Industrial machines' usage
- Professional pressing techniques
- Total Quality Management (TQM) techniques
- Production procedures
- Grading
- Sorting and bundling
- Labeling and hang-tags
- Inventory control
- Shipping
- Production room career opportunities
- Technical requirements of production apparel

MODELING

Introduction to the modeling industry and the categories of working as a model. Evaluation and analysis of the individual including diet, nutrition and proper skin care. Basic fashion and photography modeling techniques and application of stage and photographic make-up. Introduction to television commercial acting.

Core Components

Grooming: skin care, make-up, hair care, manicures
Ramp techniques: walk, turns, pivots, hand positions, posture and poses, group modeling
Photography: make-up for black and white, color, pose and techniques
Professionalism: model's role and responsibilities, fitting, portfolio, agency procedures and requirements, communication skills, business ethics

PATTERN PRODUCTION

Processes and equipment used in manufacturing and in the design room. Terminology used in the garment industry. Includes grading the basic block and the process of production from first pattern to production pattern marker.

Core Components

Grading techniques for men, women and children
    basic block
    multi-patterns
Manufacturing terminology
Complete production patterns from first patterns
Cutting knife
Layout techniques
Grading machines/state-of-the-art techniques
Power production sewing
Fitting and quality evaluation
Cost-out analysis

PRINCIPLES OF CLOTHING CONSTRUCTION

Basic techniques for developing skills in apparel construction (CAN H EC 10).

Core Components

Sewing tools and equipment
Body measurements
Pattern selection
Pattern adjustments
Fabric selection and preparation
Understanding and using commercial patterns
Basic fabric manipulation
Basic construction techniques
Standards of quality construction
Fit of a garment
Construction of a complete garment

PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships, and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

- Basic design theory
- Color
  - theory and application
  - coordination
- Design
  - elements and principles
- Ideas for visual communication
- Use of tools and materials

PROFESSIONAL PRACTICES IN FASHION

Practical application of the functions associated with the establishment, development and functions of a modern small business.

Core Components

- Store image
- Location
- Financing
- Managerial requirements
- Store layout and ambiance
- Merchandise policies
- Sales promotion and advertising
- Planning and control of merchandise
- Merchandise research
- Business ethics
- Customer segmentation

SAMPLE MAKING

Fundamentals of hand and machine sewing, draping, pattern making, fitting and use of commercial patterns. Professional couture design and alteration "Workroom" procedures.

Core Components

- Hand and machine sewing
- Fundamentals
    - draping
    - pattern making
    - fitting
- Professional couture design techniques
- Workroom procedures
    - swatching
    - sketching
    - drafting
    - first pattern
    - marker making
- Fitting
- Alterations

TAILORING

Special fitting, construction and pressing principles applicable to tailored garments such as suits and coats. Experience with traditional and contemporary tailoring techniques.

Core Components

- Fitting
- Pattern adjustment
- Pressing
- Hand stitches
- Linings
- Interfacing, padding
- Construction methods
- Detailing
- Fashion fabrics
    - lining
    - interfacing

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance (CAN H EC 6).

Core Components

- Historical background
- Fiber classification, theory and identification

- Textile legislation, labeling, import regulation, consumer protection and environmental impact
- Yarn structure and construction
- Fabric construction
- Fabric finishes
- Color, dyestuffs, printing and other applied design
- Fabric characteristics, performance and suitability
- Fabric selection, use and care
- Fabric testing and evaluation

VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and store image.

Core Components

- Role of display
- Historical development
- Elements and principles of visual merchandising design
- Care and handling of equipment
- Types of selling environments including multicultural
- Display budgets and cost analysis
- Display calendar and themes
- Fixtures, mannequins and props
- Display techniques
- Lighting
- Signage
- Display locations
- Safety and security
- Evaluation: visual, sales and image impact

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

Professional Standards

Fashion faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing educational activities of professional organizations.

Due to the occupational nature of this field, it is imperative that faculty keep current with the needs and latest developments of the working world, by gaining work experience in industry. Because this standard requires such a great amount of time and energy, it is recommended that a support group of Fashion faculty pool and share information to help colleagues keep current with the needs of the fashion world.

Statewide inservice training in the Fashion field needs to be offered on a regular basis, sponsored by the Chancellor's Office, California Community Colleges.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of the *Program Plan.*

Faculty membership and participation in related fashion professional/trade organizations is encouraged. These include:

AHEA - American Home Economics Association
AICI - Association of Image Consultants International
AVA - American Vocational Association
CA-HEA - California Home Economics Association
CAVE - California Association of Vocational Educators
CSA - Costume Society of America
FG - The Fashion Group, Inc.
HEIB - Home Economists in Business
ISP - Institute of Store Planners
ITAA - International Textile Apparel Association
NHFL - National Home Fashions League
RMA - Retail Merchants Association
WID - Women in Design

Student chapter affiliations are also possible with some groups.

Advisory Committee

Each community college offering a Fashion program must have an active local Fashion Advisory Committee. This committee should involve community members, businesses and professionals, agency directors, political leaders, representatives from campus counseling and placement, secondary and four-year institutions. This committee is responsible for developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers in the fashion industry.

It is recommended that the advisory committee range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Placement and Follow-up

Job placement should be available through the college and should be actively pursued. It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Fashion faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program with secondary and four-year college programs and business partnerships and strive to meet the goals identified in this *Program Plan.*

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Fashion instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

RESOURCES

Equipment and Facilities

The following lists provide basic direction for selection of equipment to provide instruction in Fashion Merchandising, Fashion Design and Fashion Production.

Fashion Merchandising

Display areas
Work and prop room
Art supplies
Computers
Mannequins and forms
Paint box
Props
Racks, rounders, T-stands
Tool box
VCR, camera and monitor
Light fixtures
Fabric inventory - drapes for consulting

Fashion Merchandising, continued

- Ramps for modeling
- Fashion periodicals - trade journals, newspapers, consumer fashion magazines
- Fashion forecasting services
- Slide projector
- Locking display windows
- Dress form and display prop storage area
- Overhead projector
- Opaque projector

Fashion Design, Fashion Production

- Blind hemmer
- Button machine
- Buttonhole machine
- Cutting knife or saw
- Cutting table
- Demonstration table with mirror
- Grading machine
- Half-scale demo forms
- Hemmer
- Serger
- Presser
- Pressing system
- Dress forms
- Computers
- Power sewing machines
- CAD/CAM laboratory availability
- Full length 3-way mirrors
- MacBeth noon day lighting for personal color and textile color evaluation
- Pattern Drafting tools: T square, variform curves, French curve, weights, notchers, needle tracing wheels, rabbit hole punch, awl
- Illustration drawing boards
- Dressing room

Faculty

Dedicated, enthusiastic and innovative full time faculty are the major resource in Fashion education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of the Fashion industry.

The multicultural needs of California's diverse population must be considered in preparation and selection of faculty for Fashion courses and programs.

Hiring faculty must follow the California Community College Chancellor's Office guidelines. A BA/BS Degree in Fashion Merchandising, Textiles or a closely related major and field experience of 2 years or an AA/AS Degree and 6 years of experience are the minimum qualifications for full time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. An MA/MS Degree in Fashion or closely related major also meets the minimum requirements. The disciplines of "Fashion and Related Technologies" and "Retailing" are listed in that document in the section in which the Master's Degree is not expected.

The element of environmental conservatism needs to be addressed in classroom instruction, such as energy conservation in fashion production and textile manufacturing, proper disposal of toxic chemicals and disbursement of scrap materials. Faculty, therefore, need to be updated and trained in the appropriate concepts relating to various areas of the Fashion industry.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Fashion students on campus.

FASHION

The study of fashion and its influence on individuals and society including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, construction, finishing, characteristics, selection, use and care of fibers and fabrics.

The term "all aspects of the industry" means strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skill, underlying principles of technology, labor issues and health and safety. Source: California State Plan

**Vocational
and Applied
Technology
Education
Act Funds**

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A Section of: *California Community College Home Economics Program Plan, 1992*

Interiors
Life Management
Lifespan
Nutrition & Food
Fashion

INTERIORS
(ENVIRONMENT, DESIGN, MERCHANDISING)

STATEMENT OF PURPOSE

Interiors is a service profession. Growth in this profession has been spurred by the emphasis of aesthetics in interiors, changing lifestyles and technology, recognition of special environmental needs, demographic changes in our population and growth in the housing market. Businesses which provide Interior Design services require skilled personnel able to identify and research user needs, as well as design and implement environments which integrate suitable solutions. The Interiors profession affects not only the individual within the home environment, but has become a critical factor in business, industry and government in providing safe, functional, aesthetic and productive work environments.

Mission

The mission of the Interiors program is to:

- Provide an Interiors curriculum from the humanistic perspective which considers the psychological, sociological, emotional, cultural and physical needs of humans in relation to their environment.
- Offer an educational program to meet the minimum qualifications for entry level employment in Interiors occupations, or prepare students for further professional level preparation.
- Provide expertise in achieving function, aesthetics and safety in interior environments.
- Improve the quality of life, increasing productivity and protecting the health, safety and welfare of the public.
- Instill awareness of global issues that relate to the design process.

CAREER OPPORTUNITIES

Career Ladder

Students studying Interiors at California Community Colleges can proceed up a career ladder to various levels of employment and learning. Though the entry level (Level I) may enable a student to be employed, it is strongly recommended that the student proceed on a career path to include a Pre-Professional, First Professional or higher degree.

Employment opportunities in Interiors fields are broad and varied. People trained in these areas have the responsibility of providing planning for all interiors within the human environment.

People trained for an Interiors career can be employed by:

- Interior Designers as assistants
- Design firms
- Retail sales establishments
- Manufacturers of furnishings and related products
- Land development firms or realtors
- Governmental agencies
- Educational institutions
- Interior/architectural firms specializing in: hospitality, health care, day care, retirement facilities, historic preservations and barrier free design.
- Self-employed designer

Jobs within these areas can relate to design, sales, merchandising, facilities management, research, advertising, product development, public relations, consumer relations, housing development and management.

Work conditions and hours are varied and often involve travel as well as long and irregular work days. Salaries can range from minimum wage with a small commission to a competitive salary or commission. Incomes of experienced professionals vary greatly depending on location, volume of business and their reputation. The greatest number of job opportunities and highest wages generally exist in larger urban areas.

Potential employment opportunities for various levels of education are identified below.

Level I - Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Interiors. Provides students with a basic understanding of Interiors skills, but does not require completion of enough courses to obtain status of a pre-professional Interiors assistant. Courses identified in Matrix under Level I (See page 45).

Opportunities:
- Design
  - Interiors Aide
  - Resource Librarian
- Merchandising
  - Sales
  - Showroom Assistant

Level II - Technical: AA/AS Degree, Pre-Professional Degree. Completion of a community college AA/AS degree in Interiors requiring a minimum of 60 semester credit hours. Provides students with FIDER pre-professional assistant level qualifications to assist in interiors planning, illustration, specifications, estimating, installation, management, or merchandising. Courses identified in Matrix under Level II (See page 45).

Opportunities:
- Design
  - Interiors Assistant
  - Interiors Technician
  - Interiors Illustrator
  - Specification Writer
  - Estimator
  - Installer
  - Display Designer
  - Photo Stylist
- Merchandising
  - Estimator
  - Installer
  - Merchandiser
  - Salesperson
  - Showroom Manufacturer's Representative
  - Home Fashions Coordinator

Level III - Professional Level: BA/BS or Advanced Degree, First Professional Degree. Completion of a minimum of 120 credit hours in Interiors and related courses. Provides students with FIDER first professional degree qualifications to practice Interior Design. Courses identified in Matrix under Level III (See page 45).

Opportunities:
- Design
  - Interior Designer
  - Design Consultant
  - Product Designer
  - Product Stylist
  - Store Planner
  - Home Furnishings Journalist
- Merchandising
  - Interiors Manager
  - Showroom Manager

Level IV - Post Professional: MA/MS or Ph.D. Degree in Interiors or related subject. Provides students with FIDER post professional degree qualifications applicable to professional positions.

Opportunities:
- Design
  - Interior Designer
  - Educator
- Merchandising
  - Interiors Manager
  - Educator
- Environment
  - Housing Specialist
  - Environmental Specialist
  - Educator

Future Outlook

The importance of interior design services is growing and the demand for qualified people has never been greater. As in any profession, success depends upon a combination of ability, education, motivation and business acumen.

People with the following aptitudes generally find success in this field: artistic talent, psychological insight, ability to approach a problem analytically, flexibility, visual and verbal communication skills, ability to meet necessary deadlines, ability to work well with diverse populations, business ability, organizational and record keeping skills, ability to budget time, ability to pay close attention to details, accuracy and enthusiasm.

The future of the Interiors field will be influenced by legislation, technological advances, growth in population, economy and public awareness as well as by an increasing emphasis on professionalism. Designers will be called upon to have more technical knowledge in specialized design areas and must be prepared to accept greater responsibility and accountability for the environments they shape.

The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. These data are available at each California community college.

The Interiors program provides the opportunity for service-oriented careers which definitely fit into our future, service-oriented society.

CURRICULUM: PROGRAMS AND COURSES

The Interiors curriculum is designed to provide a professional program of study for students interested in pursuing careers in residential interior design, contract interior design and interior design merchandising. Courses within the curriculum will also provide part of the undergraduate requirements necessary for those students wishing to transfer their credits to a program of study in interior design, human environment, housing management, interiors merchandising or home economics at a four year college or university. Selected courses provide students with lifelong learning experiences and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

The Interiors curriculum specifies courses and programs in residential and commercial design, merchandising, housing and environment.

Course Classification

TOP Classification: The TOP Code classification for Interiors is:

1302.00	Interiors (Environment, Design, Merchandising) The study of design and its functional application to the environment, housing, furnishing accessories and equipment to provide commercial and residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

Vocational: Courses included in the Interiors program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently identified as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	4	Principles of Design
CAN H EC	6	Textiles
CAN H EC	16	Life Management
CAN H EC	18	Interior Design Fundamentals
CAN H EC	22	Fashion Industry and Marketing

Lifelong Learning, Continuing and Adult Education: Many of the courses within the program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses are offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

When legal recognition for interior designers is passed, it is likely that continuing education will be required for renewal of licenses and the community colleges should be prepared for this impact.

Levels: There are four identified levels for the Interiors program.

- Entry: Occupational Certificate (Level I) - The certificate level provides students with the minimal basic skills and knowledge leading to employment in an Interiors related job.
- Technical: AA/AS Degree, Pre-Professional Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for pre-professional assistant

level jobs in Interiors. It also provides the requisite foundation for transfer to a four-year college or university.

- Professional: BA/BS or First Professional Degree (Level III) - The first professional degree provides students with FIDER first professional degree qualifications to practice Interior Design.
- Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for FIDER Post Professional degree status.

Electives: Courses listed under Interiors programs other than what students are following could be used as elective courses within their program. Electives are recommended courses from which students might select, to complement their study for a degree or certificate or to develop job specific skills.

Field Experience/Internship: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in supervised/monitored field experience courses in order to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Although an Interiors major is identified in this *Program Plan* as part of the Home Economics curriculum, it is conceivable that Interiors programs could be a part of other academic disciplines. Since this subject matter closely relates to other disciplines, it is strongly recommended that colleges develop strong interdisciplinary connections. The courses identified in this program involve Home Economics, Art, Business, Drafting, Computer Sciences, Architecture, Behavioral and Social Sciences.

INTERIORS PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*			PROGRAMS**			
	I	II	III	D/R	D/C	MER	ENV
√ Accounting Basic		X	X	X	X		
Advanced Studio		X	X	X	X		
Architectural Drafting	X			X	X		X
√ Business Math Fundamentals	X			X	X	X	X
Custom Interiors - Commercial		X			X	X	
Custom Interiors - Residential		X		X		X	
√ Drawing		X		X	X		
Elements of Computer Aided Design/Drafting		X	X	X	X		
History of Art I		X		X	X	X	
History of Art II		X		X	X	X	
History of Design/Furniture I		X		X	X	X	
History of Design/Furniture II		X		X	X	X	
Human Environments		X		X	X	X	X
Interior Design Fundamentals	X			X	X	X	X
Interiors Field Experience/Internship		X	X	X	X		
√ Introduction to Microcomputer Applications	X			X	X	X	X
Kitchen and Bath Design		X		X			
Life Management	X			X	X	X	X
Lighting Design		X		X	X		
Materials and Sources	X			X	X	X	
Presentation Techniques		X	X	X	X		
Principles of Design	X	X		X	X	X	X
Product Design		X		X			
Professional Practices for Interior Design		X	X	X	X		
√ Sales	X			X	X	X	
√ Small Business Management		X		X		X	
Space Planning Fundamentals		X		X	X	X	X
Specialized Classes			X	X	X	X	X
Textiles	X	X	X	X	X	X	
Visual Merchandising	X					X	

√ Required Interdisciplinary Courses

*LEVELS:
I Entry: Occupational Certificates
II Technical: AA/AS Degrees, Pre-Professional Degrees
III Professional: BA/BS or Advanced Degrees, First Professional Degree

** PROGRAMS:
Courses recommended may vary depending on student occupational objectives. Department designations and unit value may vary among institutions.

D/R	Design/Residential
D/C	Design/Commercial
MER	Merchandising
ENV	Environment

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix. The core components were compiled from a listing in the *Journal of Interior Design Education Research,* (Volume 10, No. 2, Fall 1984) identifying items in rank of importance to Interior Design practice and from the 1988 FIDER (Foundation for Interior Design Research Association) standards. Following the course descriptions, on pages 58 and 60, a complete listing of these core components is given.

ACCOUNTING-BASIC

Fundamentals course for the two-year business occupational major. The bookkeeping cycle for trading or service proprietorship business is the primary concentrated study. Completion of a practice set is required.

Core Components

- Business skills
  - professional ethics
  - budget
  - calculations

ADVANCED STUDIO

Design assignment selected to develop proficiency in space planning, selection and arrangement of interior furnishings, specifications, budget and client presentation.

Core Components

- All core components

ARCHITECTURAL DRAFTING

Architectural design as it affects housing. Space arrangement, home planning, landscape design, comparative material costs and building codes are considered. Includes development of architectural construction documents.

Core Components

- Drafting
  - plans
  - elevations
  - tools
  - lettering
  - signage
- Space planning
  - barrier-free access
  - human factors and behavioral needs
- Residential and Commercial

- Building construction and support systems
  - codes and standards
  - materials selection and specifications
  - electrical
  - plumbing
  - structural system
  - energy considerations
  - acoustics
- Communication skills
  - client analysis
  - presentation to client

BUSINESS MATH FUNDAMENTALS

Skills used in business operations emphasizing common and decimal fractions, percentage, interest and simple averages, trade and cash discounts, mark-up, profit margin and loss, commissions and compound interest. (May be met through assessment.)

Core Components

- Business skills
  - professional ethics
  - calculations
  - computers

CUSTOM INTERIORS-COMMERCIAL

Skill development in planning and designing non-residential interiors, including custom design problems in the areas of space planning, lighting specification writing, open-plan landscaping, interior components, architectural elements and human factors. Measuring, selecting materials and cost estimating is included.

Core Components

- Drafting
  - all components
- Color
  - coordination
- Design
  - elements and principles
- Space planning
  - all components
- Commercial building, construction and support systems
  - all components
- Communication skills
  - client analysis
  - presentation to client
- Interior materials
  - all components
- Business skills
  - measurements
  - calculations
  - contracts
  - budgets
  - knowledge of sources

CUSTOM INTERIORS-RESIDENTIAL

Skill development in planning and designing residential interiors including custom design problems of remodeling and renovation of existing residences, environmental lighting, custom furniture and cabinetry, wood finishes, window treatments and framing, care and installation of artwork. Measuring, selecting materials and cost estimating is included.

Core Components

- Drafting
  - all components
- Color
  - coordination
- Design
  - elements and principles
- Space planning
  - all components
- Residential building construction and support systems
  - all components
- Communication skills
  - client analysis
  - presentation to client

- Interior materials
    - all components
- Business skills
    - measurements
    - calculations
    - contracts
    - budgets
    - knowledge of sources

DRAWING

Creative expression through the use of the drawing medium. Emphasis is placed on basic drawing methods and skills, graphic structure, composition and exploration of drawing.

Core Components

- Basic design
- Color
    - all components
- Design
    - all components

ELEMENTS OF COMPUTER AIDED DESIGN AND DRAFTING

Hands-on instruction in the use of computer aided design and drafting (CADD).

Core Components

- Drafting
    - plans
    - elevations
    - perspectives
    - signage
    - lettering
    - tools
- Space planning
    - barrier-free access
    - human factors and behavioral needs
- Residential and commercial
- Building construction and support systems
    - all components
- Visual communication

HISTORY OF ART I

Western art from prehistory through the Gothic period with emphasis on the cultural, social, political and economic factors which influenced its evolution.

Core Components

- History
    - art
    - architecture

HISTORY OF ART II

Western art from the Renaissance to the 20th century with emphasis on the cultural, social, political and economic factors.

Core Components

- History
    - art
    - architecture

HISTORY OF DESIGN-FURNITURE I

Foundations of architecture and furniture styles of the world from ancient Egyptian through the Victorian period. Covers social, cultural, political and physical factors affecting the design and development of specific styles and periods. Description of dominant influences and characteristics of historical interiors, furniture, ornamental design and architecture.

Core Components

- History
    - architecture
    - interiors
    - designers

HISTORY OF DESIGN-FURNITURE II

Architecture and furniture styles of the world from the beginning of the Victorian period to the present. Includes Oriental influences, minor art periods which have affected these styles and decorative objects.

Core Components

- History
    - all components

HUMAN ENVIRONMENTS

Housing decisions related to environmental, social, cultural, economic and physiological family needs including demographics and ergonomics. Emphasizes evaluation of the housing structure and current monetary market.

Core Components

- Building construction and support systems
    - zoning: land usage, city planning
    - materials selection and specification
    - structural systems
    - energy considerations: solar, computer

- History
    - restoration
    - architecture
    - interiors
- Space planning
    - barrier free access
    - human factors and behavioral needs
- Business skills
    - computer
    - budget
- Interior materials, solar applications
    - floor and wall coverings
    - fabrics and textiles
    - window, skylight coverings

INTERIOR DESIGN FUNDAMENTALS

Essentials of interior design and furnishings including consumer and socioeconomic considerations (CAN H EC 18).

Core Components

- Design
    - elements and principles
- Color
    - theory
    - coordination
- Drafting
    - plans
    - elevations
- Interior materials
    - all components, structural and decorative materials
- Space planning
    - furniture selection and arrangement
    - human factors and behavioral needs
- History
    - periods of furniture and interiors

INTERIORS FIELD EXPERIENCE/INTERNSHIP

Supervised and monitored field experience in design-related businesses in conjunction with regularly scheduled class time. Training in resumé writing, job placement techniques and portfolio presentation.

Core Components

All components

INTRODUCTION TO MICROCOMPUTER APPLICATIONS

Survey of computer applications, information needs in business, microcomputers and information systems that meet these needs. Included are descriptions and hands-on work with word and text processors, electronic spreadsheets, file and database management systems, graphics packages and accounting and other common application packages.

Core Components

- Business skills
  - computers
  - calculations
  - marketing
  - budgets
  - professional ethics

KITCHEN AND BATH DESIGN

Space utilization, materials, building codes and special needs for planning efficient and aesthetic kitchens and bathrooms.

Core Components

- Drafting
  - plans
  - elevations
  - rendering
  - signage
  - lettering
- Color
  - coordination
- Design
  - elements and principles
- Space planning
  - all components
- Residential building construction and support systems
  - all components
- Interior materials
  - all components
- Business skills
  - computers
  - measurements
  - calculations
  - knowledge of sources
- Technical knowledge
- Visual communication

LIFE MANAGEMENT

Current changes in society which influence life management skills, including changing family structure, value conflicts, dual role issues, decision-making and resource management (CAN H EC 16).

Core Components

- Values and goals
- Decision-making/problem solving
- Cultural forces
- Human growth potential
- Standards and priorities
- Impact of change
- Multiple roles
- Education and career decisions
- Motivation
- Delegation
- Communication
- Time and energy management
- Work simplification
- Environmental management
- Future trends
- Research skills

LIGHTING DESIGN

An overview of lighting design fundamentals to include both aesthetic and technical considerations. Emphasis on properties of light and visual perception, terminology, light sources, fixtures and controls, lighting techniques, lighting graphics and specifications, calculations and photometrics, energy issues and legislation, codes and standards and building construction and support systems.

Core Components

- Color
  - theory
  - coordination
- Building construction and support systems
  - codes and standards
  - materials selection and specifications
  - electrical
  - structural system
  - energy considerations
- Residential and commercial
- Space planning
  - human factors and behavioral needs
- Business skills
  - calculations
  - computers
- Communication skills
  - client analysis
- Drafting
  - plans
  - line quality
- Interior materials
  - lighting and luminaries

MATERIALS AND SOURCES

Analysis, application and evaluation of products and materials used in interiors. Emphasis placed on the processes, materials and resources for products in furniture, wall coverings, floor coverings, window treatments, architectural finishes and ceiling systems.

Core Components

- Interior materials
    - all components
- Business skills
    - measurements
    - calculations
    - budgets
    - knowledge of sources
- Ethics

PRESENTATION TECHNIQUES

Procedures for developing finished presentational drawings and boards for interiors. Includes plan views, elevations, mechanically-scaled constructed perspectives, shades, shadows and techniques for color application.

Core Components

- Drafting
    - rendering
    - perspectives
    - elevations
- Color
    - coordination
- Design
    - elements and principles
- Communication skills
    - presentation to client
    - sales techniques
- Business skills
    - portfolio preparation
    - computers
    - marketing
- Visual communication

PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships, and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

- Basic design theory
- Color
  - theory and application
  - coordination
- Design
  - elements and principles
- Ideas for visual communication
- Use of tools and materials

PRODUCT DESIGN

Design of furniture, cabinetry, simple textiles and other products of concern to the interior designer.

Core Components

- Drafting
  - plans
  - elevations
  - rendering
  - signage
  - lettering
- Color
  - coordination
- Design
  - elements and principles
- Space planning
  - all components
- Residential
- Building construction and support systems
  - all components
- Interior materials
  - all components
- Business skills
  - measurements
  - calculations
  - knowledge of sources
- Technical knowledge

PROFESSIONAL PRACTICES FOR INTERIOR DESIGN

Business and practical aspects of the interior design profession including ethical practices, specification writing, record keeping and fee procedures, project control and post-installation procedures.

Core Components

- Interior materials
    - installers
- Business skills
    - all components
- Business practice

SALES

Principles and techniques involved in selling ideas, services or commodities.

Core Components

- Communication skills
    - all components
- Business skills
    - professional ethics
    - marketing

SMALL BUSINESS MANAGEMENT

Practical problems encountered in organizing and operating a small business enterprise. Included are units on initiating a business, financial and administrative control, legal issues and government relationships.

Core Components

- Business skills
    - professional ethics
    - marketing
    - computers
    - contracts
    - budgets
    - professional organizations
- Business practice

SPACE PLANNING FUNDAMENTALS

Construction and design factors of building as related to human physiological, psychological and economic needs. Analyzes application for residential and commercial space.

Core Components

- Space planning
    - all components
- Building construction and support systems
    - codes
    - HVAC
    - electrical
    - plumbing
    - energy considerations
    - acoustics
    - craftspersons
- Communication skills
    - client analysis
    - presentation to client
- Drafting
    - plans
    - elevations
    - lettering
- Business skills
    - measurements
    - knowledge of sources
- Interior materials
    - all components

SPECIALIZED CLASSES

These are suggested titles for additional specialized courses depending on community needs.

- Barrier-free Design
- Child Care Facilities Design
- Corporate Facility Design
- Design for Educational Spaces
- Facilities Management
- Health-care Facility Design
- Hospitality Design
- Housing for the Elderly
- Model Home Design
- Project Management
- Retail Design

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance (CAN H EC 6).

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental impact
Yarn structure and construction
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation

VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and store image.

Core Components

Role of display
Historical development
Elements and principles of visual merchandising design
Care and handling of equipment
Types of selling environments including multicultural
Display budgets and cost analysis
Display calendar and themes
Fixtures, mannequins and props
Display techniques
Lighting
Signage
Display locations
Safety and security
Evaluation: visual, sales and image impact

CORE COMPONENTS FOR INTERIORS PROGRAMS*

Identified in rank order of importance to Interior Design practice.

Building Construction and Support Systems
codes and standards
materials selection and specifications
electrical
plumbing
structural system
cabinetry
energy considerations
acoustics
craftspersons

Color
theory
coordination

Design
elements and principles
signage

History
architecture
interiors
art
designers

Residential and Commercial

Space Planning
furniture selection and arrangement
furniture specifications
barrier-free access
human factors and behavioral needs

Business Skills
calculations
professional ethics
portfolio preparation
marketing
computers
contracts
budgets
professional organizations
knowledge of sources
visual communication
time management
decision making

Communication Skills
client analysis
negotiation
presentation to client
public relations
sales techniques

Drafting
plans
elevations
perspectives
tools
rendering
line quality
signage
lettering

Interior Materials
floor coverings
wall coverings
accessories
fabrics and textiles
window coverings
lighting and luminaries
case goods
installers

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*Compiled from: *Journal of Interior Design Education Research,* Volume 10, No. 2, Fall 1984

FIDER GUIDELINES (1988)

The Pre-Professional Assistant Level Program
Categories, content units and achievement levels
Symbols indicate the required minimum achievement level for each content unit.
Student achievement is defined by the following criteria:

A = Awareness:	basic familiarity with concepts and examples that provide a broad general knowledge about a subject
U = Understanding:	a deeper level of comprehension regarding concepts; a more specific and detailed knowledge
C = Competency:	a highly-developed ability to apply the information and concepts to *specific tasks.*

Basic Design

1.1	Studio: two-dimensional design fundamentals	U
1.2	Studio: three-dimensional design fundamentals	U
1.3	Studio: color	C

Theory

2.1	Theory: elements and principles of design	U
2.2	Theory: color	A
2.3	Theory: human environment (proxemics, behavior)	A

Interior Elements

3.1	Space planning	U
3.2	Furniture arrangement	C
3.3	Furnishings and materials selection	C
3.4	Finish materials selection	C
3.5	Color	C
3.6	Lighting	A

Technical Knowledge

4.1	Structure and construction	A
4.2	Building systems	A
4.3	Materials	U
4.4	Codes and standards	U

Visual Communication

5.1	Drafting	C
5.2	Sketching and rendering	U
5.3	Presentation boards	C

Business Practice

6.1	Interior Design profession and organization	U
6.2	Business organization and operation	U
6.3	Verbal communication	C
6.4	Sales	U
6.5	Estimating and installation	U
6.6	Schedules and documentation	U
6.7	Specifications	A

History

7.1	Interiors and furnishings	U

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

Professional Standards

Interiors faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing educational activities of professional organizations.

The program of Interiors is currently undergoing national evaluation by professional organizations and professionals related to the field. Uniform standards are being developed throughout the nation for the profession of Interior Design which has resulted in Self-Certification Legislation in the State of California. These standards include minimum requirements for education and experience, examination of minimum competency qualification, a code of ethics and a requirement for continuing education.

Educational standards have been established by FIDER, which accredits programs throughout the nation in the levels of pre-professional, first professional and post professional degrees. FIDER Standards and Guidelines address:

- Definition of the interior designer
- Eligible institutions
- Program objectives
- Faculty
- Interior design students
- Administration
- Physical facilities
- Educational programs for interior design
- Relations to the outside community

Although an education from a FIDER-accredited college or school is not yet required for employment in the field of interior design, nationally many colleges have sought and gained FIDER accreditation. Colleges should develop curriculum in compliance with FIDER standards and guidelines.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of the *Program Plan.*

Faculty membership and participation in related Interiors professional/trade organizations is encouraged. These include:

AAHE - American Association of Housing Educators
AHEA - American Home Economics Association
AIA - American Institute of Architects
AIAIC - American Institute of Architects Interiors Committee
AILA - American Institute of Landscape Architects
ASID - American Society of Interior Designers
AVA - American Vocational Association
AWI - Architectural Woodwork Institute

Professional Organizations, continued

BIFMA - Business and Industry Furniture Manufacturer's Association
CA-HEA - California Home Economics Association
CAVE - California Association of Vocational Educators
CFID - Council of Federal Interior Designers
CLCID - California Legislative Conference of Interior Designers
DLF - Designers Lighting Forum
EDRA - Environmental Design Research Association
FIDER - Foundation for Interior Design Education and Research
HEIB - Home Economists in Business
IALD - International Association of Lighting Designers
IBD - Institute of Business Designers
IDC - Interior Designers of Canada
IDEC - Interior Design Educators Council
IDS - Interior Design Society
IES - Illuminating Engineering Society
IFDA - Interior Furnishings and Design Association
IFID - International Federation of Interior Designers
IFMA - International Facilities Management Association
ISID - International Society of Interior Designers
ISP - Institute of Store Planners
NCIDQ - National Council for Interior Design Qualification
NLCID - National Legislative Coalition for Interior Design
SAH - Society of Architectural Historians

ASID, ISID, IES, CA-HEA and AHEA have student chapter affiliations and IBD and ASID have student members-at-large.

Advisory Committee

An Advisory Committee is very important to an Interiors program. Advisory committees involve community members, representatives from business and industry and professionals in developing programs which address the real needs of the community and which prepare students for meaningful and productive careers.

Interiors advisory committees should draw members from a broad spectrum of professionals and include interior designers, managers of retail stores, environmental specialists, professors of interior design programs from four-year institutions and representatives from college, state and local placement services, secondary institutions and industry.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Placement and Follow-up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Interiors faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan.*

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Interiors instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

RESOURCES

Equipment and Facilities

Courses in the field of Interiors are taught in lecture modes, lecture and laboratory modes and internship modes. Therefore, it is imperative that programs have adequate classroom facilities, including a laboratory facility with equipment comparable to that used within the industry. A well-equipped lab should be spacious, have optimal lighting conditions, provide individual work stations for all students, have adequate storage space for samples, have a sink and water and include the following design equipment:

- CAD systems
- Drafting tables, 24" X 36"
- Drafting stools, posture swivel
- Lectern podium
- Display boards
- Chalk boards
- Audio visual equipment (slide projector, overhead projector, VCR, screen)
- File and storage cabinets
- Display cases with specialized lighting
- Light box
- Paper cutter
- Mat cutter
- Dry mount press and tacker
- KROY lettering machine
- Ultrasonic pen cleaner
- Miscellaneous supplies such as drafting tools, art media
- Catalogs, periodicals
- Blueprint machine
- Industry laboratories and sites

It is strongly recommended that the laboratory facility be limited to Interiors classes and be available for student use beyond classroom time.

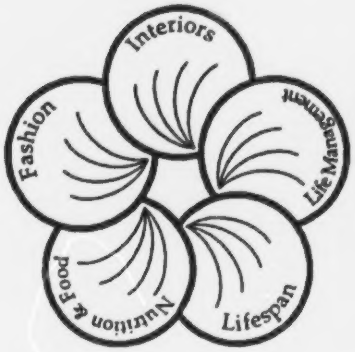
Faculty

Dedicated, enthusiastic and innovative full time faculty are the major resource in Interiors education. They must provide the education and guidance of students and direction of programs to meet the challenge of the fast-paced, changing world of Interiors.

The multicultural needs of California's diverse population must be considered in preparation and selection of faculty for Interiors courses and programs.

Hiring faculty must follow the California Community College Chancellor's Office guidelines. A BA/BS Degree in Interior Design or closely related major plus two years of experience in the design field, with the passage of the NCIDQ examination recommended, are the minimum qualifications for full time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. An MA/MS Degree in Interior Design or a related field also meets the minimum requirements.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Interiors students on campus.



INTERIORS (ENVIRONMENT, DESIGN, MERCHANDISING)
The study of design and its functional application to the environment, housing, furnishing accessories and equipment to provide commercial and residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

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A Section of: *California Community College Home Economics Program Plan, 1992*

LIFE MANAGEMENT

STATEMENT OF PURPOSE

The Life Management program provides awareness of and preparation for a variety of careers in Financial Management, Resource Management and Consumer Affairs. On the job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle.

Mission

The mission of the Life Management program is to provide:

- A curriculum in managing human, economic and environmental resources from a practical and theoretical aspect.
- Guidance in the development of life management skills to enhance the quality of life.
- Understanding of the effect of individual decisions upon global ecology and economy.
- Educational opportunities in the field of Life Management for career employment, professional development and lifelong learning.
- An opportunity for partnerships between the Life Management program and the business community.

CAREER OPPORTUNITIES

Career Ladder

Individuals educated in Life Management can be employed in a number of broad and varied fields depending on their emphasis.

Level I A -	Entry: Useful. Primarily for preparing individuals to balance personal, family and work responsibilities. Courses identified in Matrix under Level I A (See page 72).
Level I B -	Entry: Occupational Certificate Program. Completion of a group of specific courses which lead to a certificate in Life Management or a related area. Courses identified in Matrix under Level I B (See page 72).

Opportunities:

- Activities/Event Planner
- Consumer Services Representative
- Energy Management Specialist
- Executive Housekeeper
- Home Equipment Consultant
- Home Health Aide
- Home/Business Efficiency Consultant
- Home/Business Maintenance Supervisor
- In-Home Caregiver
- Manufacturer's Representative

Level II- Technical: AA/AS Degree. Completion of both General Education and Life Management specialization courses. Courses identified in Matrix under Level II (See page 72).

Opportunities:

- Assistant Financial Planner
- Consumer Credit Counselor
- Consumer Services Counselor
- Freelance Writer in Life Management
- Homemaker Rehabilitation Specialist
- Housing Manager
- Insurance Representative and Claims Adjuster

Level III- Professional: BA/BS Degree in Home Economics with emphasis in Life Management. Courses identified in Matrix under Level III (See page 72).

Opportunities:

- Consumer Education Specialist
- Consumer Information Specialist to media, corporations, manufacturers, other business
- Consumer Credit Counselor Manager
- Consumer Interest Lobbyist
- Consumer Journalist
- Consumer Product/Services Response Investigator
- Consumer Research Developer

Estate Executor
Family Service Center Director
Financial Advisor to private industries, banks, other financial institutions
Financial Planner
Governmental Consumer Affairs Specialist
Home Economics Educator
Human Systems Analyst
Life Management Consultant/Speaker
Quality Control Manager
Technical Writer for Consumer Products/Services

Future Outlook

Knowledge of the principles of Life Management will become more essential as the choices related to contemporary living become more complex. The changing nature of society, structure of families, economic pressures, technological advances and environmental quality create stress and conflict which individuals must be educated to manage. Life Management skills are applicable for individuals in all areas of their lives regardless of gender, age, culture or economic status.

Service-oriented employment opportunities will explode in the decade ahead. There will be a major demand for job skills in financial, resource and equipment management. Individuals must be trained with these essential skills in order to meet future needs of a global economy and a service-oriented culturally diverse society. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. These data are available at each California community college.

CURRICULUM: PROGRAMS AND COURSES

The Life Management curriculum is designed to prepare students for specific entry level jobs and career advancement. Students can also prepare for transfer to a four-year college with a Home Economics or related major. Those students not pursuing a certificate or a degree can select courses within the Life Management program to provide knowledge and skills which enhance the quality of life. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that the following three program options be made available to students: Resource Management, Financial Management and Consumer Affairs.

Course Classification

TOP Classification: The TOP Code classification for Life Management is:

1304.00	Life Management The study of the consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management, and careers in resource management, financial management and consumer affairs. This is the CHE program which is appropriate for the use of VATEA Title III, B, Consumer and Homemaking Education funds, when the program content and methodology meet the requirements as defined. This TOP Code program may also be funded as occupational under VATEA Title II, C when defined by SAM Coding.

Vocational: Courses included in the Life Management program are considered to be vocational and occupational.

Transfer: Courses included in the Life Management program may be equivalent courses when offered at the lower division level of a four-year college or university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	2	Nutrition
CAN H EC	6	Textiles
CAN H EC	8	Principles of Foods
CAN H EC	12	Family Relationships
CAN H EC	16	Life Management
CAN H EC	20	Fashion Selection

Lifelong Learning, Continuing and Adult Education: All the courses within the Life Management program provide knowledge and skills that enhance the quality of life and develop better consumer behavior and decision making. These courses may be offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Although a Life Management option is identified as an integral part of the Home Economics curriculum, an interdisciplinary approach with other departments, e.g. business, management, counseling, is essential for continued success of the program.

Levels: There are three identified levels for the Life Management program.

- Entry: Useful. (Level I A) - The entry level provides students with basic skills and knowledge for personal use.

- Entry: Occupational Certificate (Level I B) - The certificate level provides students with specific skills and knowledge leading to employment in a Life Management related job.

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

- Professional: BA/BS or Advanced Degree (Level III) - Advanced degrees provide students with the qualifications for professional employment.

Electives: Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

Work Experience/Internship: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Although a Life Management major is identified in this *Program Plan* as part of the Home Economics curriculum, it is conceivable that other avenues are available for students to study via other educational delivery systems. As this subject matter overlaps other disciplines, Home Economics Departments and colleges should develop strong interdisciplinary connections with Business, Management, Counseling, Math, Environmental Sciences, Psychology, Sociology, Health, Economics, Art, Communications, Computer Science and others.

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LIFE MANAGEMENT PROGRAMS AND COURSES MATRIX
(FOR ADVISING & COUNSELING)

COURSES	LEVELS*				PROGRAMS**		
	I A	I B	II	III	RM	FM	CA
Consumer Issues		X	X	X	X	X	X
Equipment Management		X	X	X	X		X
Family Financial Planning			X	X		X	X
Family Relationships		X	X	X		X	X
Fashion Selection		X	X	X		X	X
Financial Management	X	X	X	X	X	X	X
Gerontology		X	X	X		X	
Human Development		X	X	X	X	X	X
Human Environments			X	X	X	X	X
Life Management	X	X	X	X	X	X	X
Life Management Work Experience		X	X	X	X	X	X
Nutrition		X	X	X	X		X
Principles of Foods		X	X	X	X		X
Textiles		X	X	X	X		X

*LEVELS:

IA Entry: Useful
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees

**PROGRAMS:

Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

RM	Resource Management - equipment and housing
FM	Financial Management - financial management, credit and investing
CA	Consumer Affairs - consumer economics, consumer issues

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the course, identified in the Programs and Courses Matrix. The core components were compiled from course objectives.

CONSUMER ISSUES

Investigates current issues of special importance to the consumer. Explores channels for addressing grievances and organizations established to protect the consumer; information necessary to assist the consumer with making decisions in the marketplace.

Core Components

Advertising tactics
Small claims court - consumer recourse
Consumer groups
Consumer "Bill of Rights"
Marketplace investigators
Consumer decisions - research techniques
Credit
Consumer fraud
Current consumer issues
Product safety-cost/benefit analysis
Auto purchase and insurance
Manufacturer's role in addressing and responding to complaints

EQUIPMENT MANAGEMENT

Principles of equipment management including selection criteria, resource and testing information, application and maintenance requirements, energy use and basic electrical principles for household equipment.

Core Components

Equipment selection
Electrical principles
Maintenance and warranty agreements
Energy requirements
Equipment evaluation/safety factors
Equipment use and care
Equipment needs analysis
Manufacturer's responsibilities
Equipment costs
Software evaluation
Warranties

FAMILY FINANCIAL PLANNING

Provides information for financial planning. Focuses on insurance, savings, pensions, wills and estates.

Core Components

- Goals
- Budgeting
- Credit
- Income tax
- Life insurance
- Health insurance
- Social security
- Property and liability insurance
- Economic cycles and inflation
- Basic investment principles
- Savings
- Retirement plans
- Stocks and bonds
- Mutual funds
- Real estate
- Other investments
- Estate planning
- Wills/Trusts

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment and contemporary family issues (CAN H EC 12).

Core Components

- Research and theories related to marriage and family
- Sociological and psychological concepts and terminology
- Historical development of family
- Marriage and family in meeting human needs
- Roles and expectations in couple relationships
- Concepts of love and infatuation
- Dating, courtship, engagement
- Gender role expectations
- Establishing and maintaining intimacy
- Cohabitation
- Selection of marriage partner
- Sexuality in couple relationships
- Reproduction, birth control, family planning
- Birthing and parenting
- Alternative family structures
- Communication skills
- Marriage enrichment and rebuilding relationships
- Current family issues
- Dysfunctional families
- Family violence

- Stress and conflict management
- Terminating relationships

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

Core Components

- Application of principles and elements of design theory to individuals, coloration and proportions
- Significance of apparel: psychological, sociological, physiological and cultural
- Apparel and personality
- Apparel and lifestyle
- Wardrobe planning and budgeting for diverse lifestyles
- Apparel for special needs
- Care of apparel

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

- Values clarification
- Development of goals
- Decision-making
- Consumerism
- Credit
- Budgeting
- Buymanship
    - housing
    - child care
    - insurance
    - clothing
    - food
    - transportation
- Banking
- Taxation
- Investments
    - types
    - selection
- Investment fraud
- Financial planning
- Retirement and estate planning
- Rights, responsibilities, law, redress and advocacy

GERONTOLOGY

Social, economic, physiological and psychological functions which relate to older adults as their roles in family change. Investigation of problems of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

Core Components

Aging from a multi-disciplinary perspective*
Effects of the stereotypes of old age
Physiological, psychological and social changes*
Stress factors of aging
Development of positive attitude toward aging
Coping skills for aging
Meeting the needs of the aging adult

HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the way social interaction and cultural institutions shape the development of the individual.

Core Components

Significance of a lifespan perspective
Theory, research and applications of human development
Prenatal development
Infant development
Development during childhood
Adolescent development
Early adult development
Mid-life development
Late adult development
Death and dying*
Impact of heredity and environment
Self esteem and quality of life at each stage

HUMAN ENVIRONMENTS

Housing decisions related to environmental, social, cultural, economic and physiological family needs including demographics and ergonomics. Emphasizes evaluation of the housing structure and current monetary market.

Core Components

Building construction and support systems
  zoning: land usage, city planning
  materials selection and specification

*Opportunity for interdisciplinary approach

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- structural systems
- energy considerations: solar, computer

History
- restoration
- architecture
- interiors

Space planning
- barrier free access
- human factors and behavioral needs

Business skills
- computer
- budget

Interior materials, solar applications
- floor and wall coverings
- fabrics and textiles
- window, skylight coverings

LIFE MANAGEMENT

Current changes in society which influence life management skills, including changing family structure, values conflicts, dual role issues, decision-making and resource management (CAN H EC 16).

Core Components

- Values and goals
- Decision-making/problem solving
- Cultural forces
- Human growth potential
- Standards and priorities
- Impact of change
- Multiple roles
- Education and career decisions
- Motivation
- Delegation
- Communication
- Time and energy management
- Work simplification
- Environmental management
- Future trends
- Research skills

LIFE MANAGEMENT WORK EXPERIENCE

Supervised field experience in one or more areas of life management.

Core Components

- Work experience in Life Management
- Work-related objectives

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

Functions of nutrients related to food groups
Dietary guidelines and current recommendations
Major nutrient classifications
Digestion, absorption, cell metabolism and energy
Energy balance, basal metabolism, physical activity
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary considerations
Pregnancy and lactation
Changing dietary needs over the lifespan
Scientific method to analyze and evaluate nutrition information
Nutrition information computer: analysis and evaluation
Diet and heredity
Food safety and nutrient preservation
Nutrition misinformation

PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

Food science principles
Food preparation terminology and techniques
Standards of product evaluation and quality control
Selection and use of food equipment and utensils
Food storage
Sanitation and safety
Nutrient retention techniques
Labeling and consumer information
Alternative cultural ingredients
Cost analysis

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance (CAN H EC 6).

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental impact
Yarn structure and construction
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

Professional Standards

Life Management faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing educational activities of professional organizations.

Faculty qualifications should include a BA or BS degree in Home Economics or a related area from an accredited college. Professional development should include postgraduate work in life management, human development, personal finance, household equipment, consumer affairs, resource management. Ongoing participation in field related seminars and regular workshops and conferences is encouraged.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of the *Program Plan.*

Some prominent professional organizations related to Life Management are:

ACCI – American Council on Consumer Interest
AHEA – American Home Economics Association
AVA – American Vocational Association
CAVE – California Association of Vocational Educators
CA-HEA – California Home Economics Association
CARCH – California Association of Residential Care Homes
CFA – Consumer Federation of America
HEIB – Home Economists in Business
IAFP – International Association of Financial Planners
NCCE – National Coalition for Consumer Education
RCS – Residential Care Society
SOCAP – Society of Consumer Affairs Professionals in Business
WR-HMFEE – Western Region Home Management Family Economic Educators

Student membership in professional organizations encourages student involvement with consumer surveys, consumer protection agencies, newsletters and consumer fairs.

Advisory Committee

Advisory committees are very important to a Life Management program. These committees should include representation from secondary schools, four-year colleges and universities, consumer protection agencies, senior citizens groups, community-based service agencies, local financial institutions, insurance agents, financial planning experts and other business representatives and political leaders.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Life Management faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Life Managment instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

RESOURCES

Equipment and Facilities

Equipment and facilities needed for Life Management are primarily in the lecture and discussion mode, but adequate classroom facilities and laboratories for the specialized areas of Life Management should include state-of-the-art equipment. Specific resources needed for Equipment Management include representative equipment available for home use such as microcomputers, kitchen, laundry, patio and heating/air conditioning equipment.

Faculty

Dedicated, enthusiastic and innovative full-time faculty are the major resource in Life Management education. They must provide the education and guidance for students and direction of programs to meet the challenge of a fast-paced, changing world.

The multicultural needs of California's diverse population must be considered in preparation and selection of faculty for Life Management courses and programs.

Hiring faculty must follow the California Community College Chancellor's Office guidelines. An MA/MS Degree in Family and Consumer Studies, Life Management/Home Economics or a BA/BS in either of the above and an MA/MS in a closely related field, or equivalency should be the minimum qualifications for full time positions in these programs. Field experience is recommended. The document, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* identifies hiring criteria.

Close working relationships between faculty and counselors, placement and other support staff enhance the services to Life Management students on campus.

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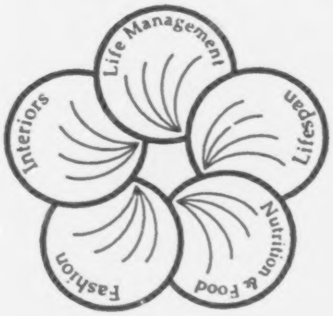
Life Management
Lifespan
Nutrition & Food
Fashion
Interiors

LIFE MANAGEMENT

The study of the consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management, and careers in resource management, financial management and consumer affairs. This is the CHE program which is appropriate for the use of VATEA Title III, B, Consumer and Homemaking Education funds, when the program content and methodology meet the requirements as defined. This TOP Code program may also be funded as occupational under VATEA Title II, C when defined by SAM Coding.

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A Section of: *California Community College Home Economics Program Plan, 1992*

LIFESPAN

(CHILD DEVELOPMENT, FAMILY STUDIES, GERONTOLOGY)

STATEMENT OF PURPOSE

The task of providing educational leadership within the Lifespan areas of Child Development, Family Studies, Gerontology should be the responsibility and function of California community colleges. The majority of community colleges within California currently offer programs related to Child Development, Family Studies, Gerontology. The variety and scope of the programs speak to the ability of the community colleges to respond to the ever-changing needs of children and families within our society. Lifespan instruction and services offer a blend of general education, vocational and occupational training, certificate, transfer and degree programs while also providing an important service to students, families and communities.

The philosophy stated in the *California Community Colleges Guidelines for Comprehensive Child Development Instruction and Services Program* (Sacramento, May 1983) is supported and expanded to include Family Studies and Gerontology. Implementation of the 47 recommendations contained in the *Guidelines* document is still urged. The responsibility to provide quality instructors and training in Lifespan areas of Child Development, Family Studies, Gerontology should include a long range commitment of human and material resources.

Mission

The mission of the Lifespan (Child Development, Family Studies, Gerontology) program is to:

- Maintain high academic standards through supporting methods of instruction, personnel and programs that enable individuals to complete their educational goals.
- Provide programs which will remain flexible to meet changing community needs and the current job market.
- Provide student support services to improve access, retention and transfer.
- Promote statewide cooperation among community colleges in appropriate educational programs in the Lifespan areas of Child Development, Family Studies, Gerontology.

Mission, continued

- Promote statewide articulation between secondary programs, community colleges and four-year institutions.

- Provide information about the status of programs through ongoing program evaluation.

CAREER OPPORTUNITIES

Career Ladder

Students studying Lifespan areas of Child Development, Family Studies, Gerontology at California community colleges can proceed up a career ladder to various levels of employment and learning. Though the entry level (Level I) does enable a student to be employed, it is recommended that the student proceed to an AA/AS degree to facilitate upward mobility on the career ladder.

Level I A - Entry: Primarily for preparing individuals for immediate employment. At least two or more courses from the Lifespan areas of Child Development, Family Studies and Gerontology. Courses identified in Matrix under Level I A (See page 95).

Opportunities:
- Child Development
    - Special Education Aide
    - Family Child Care Provider
    - Teacher Aide in Early Childhood Programs
- Family Studies, Gerontology
    - Volunteer Services

Level I B - Entry: Occupational Certificate Program. Completion of four core courses or more from area of specialization (Child Development, Family Studies, Gerontology) which lead to a Certificate in a Lifespan area. Courses identified in Matrix under Level I B (See page 95).

Opportunities:
- Child Development
    - Special Education Aide
    - Teacher in Early Childhood Program (infant/toddler; preschool; school age)
- Family Studies, Gerontology
    - Geriatric Aide
    - Home Health Aide
    - Nurse's Aide
    - Child Birth Teacher
    - Home Care Specialist
    - Professional Care Giver

Level II - Technical: AA/AS Degree. Completion of a community college AA/AS degree in a Lifespan area of Child Development, Family Studies or Gerontology requiring a minimum of 60 semester credit hours, of which at least 24 semester credits are specific to the major field of study and include a supervised field/work experience. Programs designed to meet requirements for the Regular Children's Center Instructional Permit are appropriately placed at this level even though an AA/AS degree is not stipulated. Courses are identified in Matrix under Level II (See page 95).

Opportunities:
- Child Care
  - Resource and Referral Staff
  - Director of Public Children's Programs
- Child Development
  - Head Start Teacher
  - Preschool Director
  - Child Development Programs Teacher
- Family Studies, Gerontology
  - Community Services Worker
  - Community Activity Planner
  - Recreation Specialist
  - Substitute Homemaker
  - Senior Citizen Director
  - Senior Supportive Services

Level III - Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject with specific emphasis on understanding and developing skills related to working with people across the age span. May include education beyond degree level field experience. Courses identified in Matrix under Level III (See page 95).

Opportunities:
- Child Care
  - Resource/Referral Director
- Child Development
  - Administrator /Director/Supervisor of Child Development Programs
  - Child Development Consultant
  - Career Coordinator
  - Elementary Education Teacher
  - Parent Teacher/Child Birth Teacher
  - Special Education Teacher
  - City/County Child Care Coordinator
  - Mentor Teacher
- Family Studies, Gerontology
  - Agency Director of Family Services
  - Child and Family Welfare Researcher
  - Family Resources Consultant
  - Career Coordinator
  - Retirement Planning Specialist
  - Housing Alternative Consultant
  - State or Federal Government Administrator

Level IV - Post Professional: MA/MS or Advanced Degrees. Completion of a masters or doctorate degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject. Inclusive of field study.

Opportunities:

- Child Development
  - Community College Instructor
  - Child Development Lobbyist
  - Consultant
  - Early Childhood Education Specialist
  - Multi-cultural Specialist
  - Nutrition Education Specialist
  - Researcher/Theorist
  - Special Education Specialist
  - Early Education Specialist
  - Teacher Trainer
  - Therapist
  - University Professor
  - Elementary School Administrator
- Family Studies, Gerontology
  - Child Psychologist
  - Community College Instructor
  - Family Financial Advisor
  - Lifelong Learning Specialist
  - Marriage, Family and Child Counselor
  - Public Assistance Home Economist
  - Rehabilitation Specialist
  - University Professor
  - Gerontologist
  - Social Worker
  - Counselor

Future Outlook

As the career ladder demonstrates, the opportunities in the Lifespan fields of Child Development, Family Studies and Gerontology are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children, adolescents, adults, families and the elderly. Opportunities in the Lifespan field are largely contingent upon the amount of education acquired. The trend toward corporate and government interest in family issues will provide increased career opportunities. In addition to work with families, children, adolescents and adults, the Lifespan core courses lead to transfer majors at four-year colleges and universities. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. These data are available at each California community college.

Although some limited opportunities are available for persons completing six units, twelve units in Child Development/Early Childhood Education will allow a person to teach at the infant, toddler, preschool and school age levels. An individual with 24 units in Child Development and Family and Early Childhood Education and 16 units of general education plus field experience, may apply for the California Children's Center Instructional Permit and may be employed in publicly funded programs. These program requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees in Child

Development offer a wide choice of careers in play therapy, child mental health and hospital playroom setting care, as well as teaching and administering a variety of Child Development programs.

The need for child care will increase as family structures change in response to societal changes. Parents are becoming increasingly aware of the need for quality educational settings for their children. Employer sponsored child care, disabled and senior care will increase rapidly. As the trend toward two parents in the work force and single working parents continues, the need for services to families (such as infant and toddler, preschool, school-aged child care, home based child care, latch key, adolescent, senior care and nanny programs) will continue to grow.

The need for family support services continues to grow with changing societal patterns. The increase in cross cultural diversity of the population will require educators and programs to address the special needs of multilingual and multicultural families. Infants and children with special needs, as well as their families, will continue to require services. These services will be needed to varying degrees throughout the life spans of these individuals and will necessitate the educational preparation of a wide range of qualified specialists. Single parenthood, multiple marriages, step-families, divorce, substance abuse, teen pregnancy, postponed parenthood, boomerang children, prolongation of maturity, senior care and increased geographic mobility are all factors seriously impacting today's individuals and families.

Dramatic increases in the percentage of the population who can be considered "older" will be a dominant characteristic of the future, providing many opportunities for programs to meet their needs. Programs are urgently needed to address issues such as: retirement planning, housing, health care, companionship, recreation, nutrition, home management, consumerism and in-home support services.

Gerontology is an emerging career field with opportunities available from the certificate through the advanced degree levels. Colleges and universities are increasingly developing programs in Gerontology at all levels.

The increasing age of the community college student and pressing need of employers compels the profession to develop and implement alternative delivery systems such as flexible scheduling and job site training.

An increase in the number of courses and program offerings will continue to be evident in such areas as:

Abuse identification, prevention and treatment
Adolescent development
Alternative family styles
Careers in health and human services
Challenges of aging
Changing family
Children in crisis
Curriculum for cultural and linguistic diversity
Developmentally appropriate kindergarten and primary
Family child care
Foster care of children
Gerontology
Gerontology practicum
Health care training for providers of family and center based child care
Home management
In-hospital care
Independent living
Infant and toddler care development
Infant and toddler substance addiction in children
Intergenerational programs
Kindergarten readiness
Life management
Mid-life development

Nanny program
Nutrition and foods for the elderly
Nutrition for children
Parent education
Prenatal counseling and coaching
Prenatally chemically exposed children
Respite care for the elderly
Respite child care
School-age child care development
Sick child care
"Skip" generation
Special needs children, adolescents and adults
Working with the elderly

CURRICULUM: PROGRAMS AND COURSES

The Lifespan (Child Development, Family Studies, Gerontology) curriculum is designed to provide an occupational program of study for students interested in pursuing careers in Child Development, Early Childhood Education, Family Studies and Gerontology. Courses within the curriculum will provide course work to meet state licensing requirements to work with individuals across the age span and will provide part of the undergraduate requirements necessary for students wishing to transfer to a four-year institution. Selected courses provide students with lifelong learning skills. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that three options be made available to students wishing to study within this curriculum area: Child Development, Family Studies, Gerontology.

Child Development Option Core Curriculum

Child Development or Human Development
Child, Family and Community Relations
Curriculum Development for Children
Classroom Management and Group Relations - Theory and Practicum
Early Childhood Education History and Professional Overview
Multicultural/Anti-Bias Curriculum for Children
Special Needs Children
Life Management

Family Studies Option Core Curriculum

Human Development or Child Development
Family Child Care Management
Family Relationships
Parent Education
Family Communication Skills
Adolescent Development
Nanny Training
Foster Parenting
Changing Family
Life Management

Gerontology Option Core Curriculum

Human Development
Challenges of Aging or Gerontology
Changing Family
Death and Dying
Financial Management
Gerontology Practicum
Gerontological Nutrition and Food Practices
Working with the Elderly
Life Management

Each campus should offer additional courses as an extension of the core curriculum in order to complete majors and permit certification, as well as to meet the specific needs of each community and job market.

The practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Supervision of student interns should be provided by instructional faculty. Where possible, a second practicum is advisable in a community field placement approved by the Child Development program. It is strongly recommended that the combined instruction and service model for child development programs developed by the *California Community Colleges Guidelines for Comprehensive Child Development and Service Program* (May, 1983) be maintained.

The practicum experience in the Gerontology component should take place in a senior center, retirement apartment complex or other appropriate site. Instructional staff will approve sites and provide supervision of the student interns, focusing on topics of working with the elderly included in the core components of the curriculum.

Child Development instruction programs should include parent education as a fundamental and intrinsic part of the entire curriculum, both in the form of education in preparation for parenting and in the form of education about parenting. The parent education component should be planned so that it recognizes and is sensitive to the diversity of family form, values and ethnicity reflected in the California population.

Course Classification

TOP Classification: The TOP Code classification for Lifespan and the areas of Child Development, Family Studies, Gerontology are:

1305.00	Lifespan (Child Development, Family Studies, Gerontology) The study of the nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.
1305.10	Child Development and Lab
1305.20	Exceptional Child
1305.30	Gerontology
1305.40	Nanny Training

Vocational: Courses included in the Lifespan program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently identified as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	2	Nutrition
CAN H EC	12	Family Relationships
CAN H EC	14	Child Development
CAN H EC	16	Life Management

Lifelong Learning, Continuing and Adult Education: Many of the courses within the Lifespan program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses are offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are four identified levels for the Lifespan areas of Child Development, Family Studies, Gerontology program.

- Entry: Occupational Certificates (Levels I A, I B) - The entry/certificate levels provide students with basic skills and knowledge in Lifespan leading to employment in child development, family studies, gerontology.

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for paraprofessional jobs in Child Development, Family Studies, Gerontology. It also provides the requisite foundation for transfer to a four-year college or university.

- Professional: BA/BS Degree (Level III) - The BA/BS Degree provides students with skills and knowledge for professional positions within Child Development, Family Studies, Gerontology.

- Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for more advanced employment.

Electives: Courses listed under programs other than what the students are following could be used as elective courses within their program. Electives are recommended courses from which students might select, to complement their study for a degree or certificate or to develop job specific skills.

Field Experience: Occupational majors benefit from having actual "on the job" experiences within their subject area. Students should be required to participate in, where possible, field experience whereby they gain a deeper understanding of the relationship between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Although a major in the Lifespan areas of Child Development, Family Studies, Gerontology is identified in this *Program Plan* as part of the Home Economics curriculum, there are other avenues available for students to study this subject via other educational delivery systems. As this subject matter overlaps other disciplines, colleges should develop strong interdisciplinary ties. It is imperative to initiate collaborative processes between disciplines regarding skills in the areas of:

Interpersonal Relations/Team Building
Developing broader perspectives of career options
Grant Writing/Accountability
Marketing/Research/Values
Planning for underserved, changing and diverse population
Basic Skills
Literacy in Arts and Sciences.

Collaboration can be accomplished by utilizing methods such as:

Team teaching
Cross listed courses
Dividing costs between disciplines
Collaborative development of courses
Cooperative publicity.

These interdisciplinary efforts are complimentary to incorporating these concepts into the existing curriculum and do not replace delivery within the traditional department. All interdisciplinary approaches must be implemented with a sensitivity to the needs of current and future populations.

Certificates: A certificate in Lifespan areas of Child Development, Family Studies, Gerontology is designed for students who wish to specialize in a concentrated core of courses and electives in the areas of Human Development, Family Living, Early Childhood Education and Gerontology. Certificate options within the Lifespan (Child Development, Family Studies, Gerontology) curriculum area may include specializations in Early Childhood Education, Family Day Care, School-Age Child Care, Infant and Toddler Care, Special Education, Administration and Supervision of Children's Programs, Multilingual and Multicultural Education, Foster Parenting, Respite Senior Care and Gerontology.

Licensing of child development and child care centers in the state of California and credentialing individuals who work in these programs have become a primary concern to individuals who have contact with child development/child care programs. Because of this concern, the Department of Social Services' Community Care Licensing Division, the California Department of Education and the State of California's Commission on Teacher Credentialing have reviewed and made changes in their established rules and regulations. A matrix delineating Title 22 regulations and courses at community colleges which meet these requirements has been developed to assist community care licensing. Refer to this document: *California Community College System Statewide Matrix of Early Childhood Programs* from Department of Social Services, Fall 1990. This Matrix is under revision by a subcommittee of the California Community College Chancellor's Office Child Development Advisory Committee 1992.

Child Development and Child Care programs funded by the State of California come under the supervision of the Child Development Division of the California Department of Education. These programs come under the licensing regulations of the Department of Social Services' Community Care Licensing Division through California Administrative Code Title 22, Division 6.

Instructional staff in state funded programs must be credentialed by the Commission on Teacher Credentialing under the auspices of California Administrative Code, Title 5, Regulations for Standards for the Issuance of the Children's Center Instructional Permit. Instructional staff in non-state funded programs must meet standards established by the Department of Social Services.

Nurse assistants, home health care aides and activities coordinators are also regulated by the State of California.

LIFESPAN PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*				PROGRAMS**		
	IA	IB	II	III	CD	FS	G
Administration and Supervision of E.C.E. Programs		X	X	X	X		
Adolescent Development			X	X	X	X	
Career Exploration in Health and Human Services	X	X				X	X
Challenges of Aging		X	X			X	X
Changing Family		X	X	X	X	X	X
Child Development	X	X	X	X	X	X	
Child, Family and Community Relations	X	X	X		X	X	
Child Health and Safety	X	X	X		X		
Child Observation	X	X	X	X	X	X	
Children's Nutrition		X	X	X	X	X	
Classroom Management and Group Relations: Theory and Practicum		X	X	X	X		
Computers in Early Childhood Education			X		X		
Creative Experiences for Children	X	X	X	X	X		
Curriculum Development for Children	X	X	X	X	X		
Death and Dying		X	X	X		X	X
Early Childhood Education Field Experience		X	X	X	X		
Early Childhood Education History and Professional Overview		X	X	X	X		
Family Child Care Management	X	X			X		
Family Communication Skills	X	X	X	X	X	X	X
Family Relationships	X		X	X	X	X	X
Financial Management	X		X	X	X	X	X
Foster Parenting	X	X			X	X	
Gerontology		X	X	X		X	X
Gerontological Nutrition and Food Practices		X	X	X		X	X
Gerontology Practicum		X	X	X			X
Human Development	X	X	X	X	X	X	X
Human Sexuality			X	X		X	X
Infant-Toddler Care and Development	X	X	X	X	X		
Life Management	X	X	X	X	X	X	X
Multicultural/Anti-Bias Curriculum for Children		X	X	X	X		
Nanny Training	X	X			X	X	
Nutrition	X		X	X	X	X	X
Parent Education	X	X			X	X	
Programs and Activities for School Age Children	X	X	X		X		
Sensitive Issues in Early Childhood			X	X	X	X	
Special Needs Children			X	X	X		
Working with the Elderly		X	X	X			X

*LEVELS:

IA Entry: Immediate Employment
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees

**PROGRAMS:

Courses required may vary depending on student occupational objectives. Department designations and unit value may vary among institutions.

CD Child Development
FS Family Studies
G Gerontology

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COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix. Due to the extensive listing of courses within this Lifespan section it is imperative that faculty promote ongoing communication between departments and disciplines, as well as within the department, so that overlapping of course content and delivery is identified as relevant. Issues of depth, breadth and extent of topics addressed must be clearly identified. Those components identified with an asterisk* provide opportunities for interdisciplinary approaches. In acknowledgment of the depth and breadth of expertise in the area of Lifespan, the implementation of these collaborative approaches are intended to enhance existing courses rather than to supplant or replace them.

ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION PROGRAMS

Required for those who plan to be directors in any child care center, both public and private, in the state of California. Principles and practices of program planning, budgeting and personnel administration for agencies servicing children and families.

Core Components

Philosophy and historical perspective of early childhood education
Assessment and goal setting
Parent/teacher relations and education
Marketing*
Grant writing
Advocacy
Computer applications*
School and community relations*
Types of programs
Budgeting, proposal development and funding*
Program and staff evaluation
Licensing and accreditation
Site selection and development
Personnel and staffing
Curriculum and program development
New directions

ADOLESCENT DEVELOPMENT

Designed to integrate the physical, social, emotional and cognitive aspects of adolescent development. Important components of the course include critical issues confronting adolescents, their families and the society.

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*Opportunity for interdisciplinary approach

Core Components

- Research and theories of development
- Physical development and health
- Cognitive development
- Psycho-social development
- Substance use and abuse*
- Dysfunctional family (abuse, divorce, latchkey)*
- Multi-cultural and multi-lingual influences*
- Immigrants and Refugees*
- Adolescent parenting
- Relationship with peers and parents
- Peer pressure
- Gang and cult involvement*
- Communication skills*
- Suicide
- Drop-outs
- Impact of poverty*
- Sexuality
- Postponed adulthood
- Literacy*
- Transition to self-care
- Media impact

CAREER EXPLORATION IN HEALTH AND HUMAN SERVICES*

Nature of health and human services in the urban community, social problems and society's response. The variety, scope and goals of health and human services, programs and methods used in accomplishing their goals. Offers opportunity and participation in field and clinical work.

Core Components

- Careers in human services
- Knowledge and understanding of special careers that have impact on urban and rural communities
- Individual and group similarities and differences
- Social welfare system
- Small and large group processes
- Internship in clinical setting
- Internship in human service program of special interest
- Methodology and ideology of health and human service programs

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*Opportunity for interdisciplinary approach

CHALLENGES OF AGING*

Exploration of the developmental changes and specific needs of the older adult. Investigation of everyday problems with emphasis on consumerism, housing, health, nutrition, community resources and changing family roles. Designed for senior citizens as well as for family, paraprofessionals and others who are interested in working with the older adult.

Core Components

Aging process
Physiological and health issues
Nutritional needs
Service agencies
Intergenerational families
Changing family roles
Behavioral problems
Factors related to the aging processes
Cognitive changes and disorders
Crisis intervention
Death and dying
Social relationships

CHANGING FAMILY*

Survey of the contemporary family with emphasis on changes in form, function and expectations. Common life events experienced by individuals and family members as they move from young adulthood to old age, including mate selection, marriage, child bearing, divorce, remarriage, widowhood, retirement and the later years. Alternative styles including homeless, multicultural, multilingual, sandwich generation, homosexual and single parenting. The future of the family as society moves into the 21st century with implications for the individual, the couple, the extended family and society as a whole.

Core Components

Changing demographics
Role expectations
Marriage
Child bearing
Divorce
Remarriage
Widowhood
Coping skills for managing life events
Future trends for the family
Effects of the increasing lifespan on today's family
Economic impact
Family crises
Alternative family structures
Societal issues, such as drugs, AIDS
Teenage pregnancies

*Opportunity for interdisciplinary approach

CHILD DEVELOPMENT

Growth and development of children from prenatal period through adolescence including individual needs of children (CAN H EC 14).

Core Components

Method of studying children
Principles and theories of development*
Genetics versus environment
Cognitive, physical, social and emotional development
Prenatal development
Birth process and neonatal period
The infant/toddler
The preschool child
The school age child
The adolescent
Play and toys
Observing children*
Parent and family influences on the child
The exceptional child*
Child abuse and neglect*

CHILD, FAMILY AND COMMUNITY RELATIONS*

Study of the environmental influences on the growth and development of the child in the family including: social class, racial and ethnic factors, cultural heritage, education, interaction of family members and awareness of community resources.

Core Components

Socialization over the lifespan
Age and status of children
The family: contemporary, present, past and future
Family interpersonal relationships
Siblings
Schools
Other educational opportunities
Peer groups
Mass media influences
Racial and ethnic groups
Alternative family structures
Social problems affecting children and families
Government programs for families and children
Special needs children

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*Opportunity for interdisciplinary approach

CHILD HEALTH AND SAFETY*

Emphasizes the special needs of preschool children for health and safety. Complies with requirements for Red Cross Multi-Media First Aid and CPR training. Each student receives a Multi-Media First Aid Red Cross card.

Core Components

- Interrelationship of health, safety and nutrition
- Health assessment tools
- Conditions affecting children's health
- Creating a safe environment
- Safety management
- Health and safety education experiences for children
- Communicable illness and disease
- Management of acute illness
- Management of accidents and injuries
- AIDS
- CPR training (include infant)
- Substance abuse
- First Aid

CHILD OBSERVATION

Observation of children's activities and development and teacher interaction within child development settings. Introduction and training in the skills and methods of observation and recording of behavior. Application to program planning and meeting individual needs of children.

Core Components

- Value and purposes of observation
- Accurate and effective observational techniques
- Recording and interpreting behavior*
- Patterns of behavior*
- Analysis of teaching strategies
- Techniques of working with children
- Comparison and contrasts of observation and recording models
- Integration of observation and teaching

CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

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*Opportunity for interdisciplinary approach

Core Components

- Functions of the basic nutrients
- Food sources
- Nutrition principles from prenatal through adolescence
- Nutrition education to parents and children*
- Cultural food patterns
- Local, state, federal laws and regulations for child care facilities
- Food safety
- Standards for child care food service
- Public policy
- Nutrition guidelines for programs
- Developmental perspectives
- Food experiences for children

CLASSROOM MANAGEMENT AND GROUP RELATIONS: THEORY AND PRACTICUM

Development of curriculum and teaching techniques for the education of children. Laboratory experience in selected public and private programs. Students will be assigned by the instructor to selected programs in the community for supervised laboratory experiences, or in the campus laboratory center.

Core Components

- Guiding the behavior of children 0-12 years.
- Children's programs: planning and curriculum development
- Parent education and parent involvement
- Recording the behavior of children
- Application of observations to curriculum planning
- Providing physical facilities, equipment and materials*
- Developing the child's self esteem
- Working with special needs children*
- Philosophy and techniques of working with children
- Role of the teacher

COMPUTERS IN EARLY CHILDHOOD EDUCATION

Introduction to the basic technology and applications of the microcomputer in Early Childhood Education (ECE). Includes computer-assisted instruction (CAI) for program management in areas of record keeping, inventory, newsletters, state reports, mailing lists and budgeting. CAI will allow students to explore application for children in learning techniques, creativity, problem solving, music, art concepts, literature and language.

Core Components

- Computers to facilitate curriculum, program planning and operation*
- Child as programmer versus child as programmed
- Computers to facilitate social cooperation
- Computers as facilitators of language development and problem solving*
- Perceptual motor skill development

*Opportunity for interdisciplinary approach

CREATIVE EXPERIENCES FOR CHILDREN*

Interpretation of the values of creative experiences for children. Illustrated lectures and class discussions cover such topics as dramatic play, blocks, music, rhythmic movement, art experiences and crafts. Examines basic principles in the planning, development and implementation of curriculum. Covers environmental design of classroom and its impact on learning. Develops teaching skills in language arts, multicultural and multilingual activities, math, science and social studies.

Core Components

Creativity and the young child
Planning, presenting and supervising creative activities
Aesthetic development in children
Developmental levels in art and music
Rhythmic movement
Two dimensional media
Three dimensional media
Relationship of art and music to total development
Multicultural and multilingual activities and festivals
Creative expression with music and art

CURRICULUM DEVELOPMENT FOR CHILDREN

Theory and practice of working with children. History and philosophy of Early Childhood Education; observation and practice in techniques of working with children; supervised laboratory experience to include observation, evaluation and participation in a campus laboratory center or selected program options for children in the community.

Core Components

Developmentally appropriate curriculum for 0-12
Goals of the early childhood program
Parent education
Physical environment
Dramatic play
Language arts
Expressive arts
Music and movement
Math and science
Health and nutrition
Manipulative materials
Teacher and child interaction
Staff and parent relations
Curriculum needs of special children
Observation
Social and emotional development of the child
Physical and intellectual development of the child
Evaluation of teaching and programs
Becoming a professional in E.C.E

*Opportunity for interdisciplinary approach

DEATH AND DYING*

Exploration of grief and techniques for coping with loss. Intended for people coping with grief and loss as well as occupations which require interaction with people in the grieving process.

Core Components

Attitudes and values regarding death and dying
Stages of death and dying
Cultural norms, expectations and social behavior
Rituals related to death and dying
Bereavement and grief
Separation and loss
Support or counseling strategies

EARLY CHILDHOOD EDUCATION FIELD EXPERIENCE

Provides the student with practical experience in a community early childhood program under qualified supervision.

Core Components

Curriculum planning and implementation
Classroom management
Environmental planning
Staff interaction
Parent and staff interaction
Teacher and child interaction

EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW

Requirements and opportunities in the field of Early Childhood Education including preschools and child care, both private and public.

Core Components

Terms and definitions in the field
Historical perspective of children's programs
Agencies with programs for young children
Licensing and funding
Requirements for personnel in children's programs
Career development
Legal aspects, liability
Professionalism, ethics and professional associations
Legislation and advocacy

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*Opportunity for interdisciplinary approach

FAMILY CHILD CARE MANAGEMENT

Prepares and assists persons interested in providing family child care to other people's children and using their own home as a place of business. Includes an understanding of the licensing requirements for family child care and the role of the family child care provider in preparing a safe, stimulating environment for children, relating to parents in a positive way and maintaining a system of records which satisfies the small business requirements of family child care.

Core Components

- Small business management*
- Provider and parent relations*
- Daily operational issues
- Computer applications, record keeping*
- Licensing and funding resources and agencies
- Health care training
- Liability
- Networking and problem-solving
- Policy development
- Nutrition
- First Aid/CPR*

FAMILY COMMUNICATION SKILLS

Provides specific techniques and ideas that people can use in communicating with other family members in which the needs and feelings of all are respected. Factors considered include communication skills, negotiation of differences and examination of expectations and interaction patterns.

Core Components

- Developmental tasks of beginning a family
- Family dynamics
- Family systems
- Self esteem in the family
- Parenting skills
- Adjusting to new roles and family structures
- Values clarification
- Communication techniques*
- Crisis situations, intervention and counseling
- Community resources
- Interpersonal relationships
- Community resources for dysfunctional families
- Conflict management and resolution strategies

*Opportunity for interdisciplinary approach

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment, and contemporary family issues (CAN H EC 12).

Core Components

Research and theories related to marriage and family
Sociological and psychological concepts and terminology*
Historical development of family
Marriage and family in meeting human needs
Roles and expectations in couple relationships
Concepts of love and infatuation
Dating, courtship, engagement
Gender role expectations
Establishing and maintaining intimacy
Cohabitation
Selection of marriage partner
Sexuality in couple relationships
Reproduction, birth control, family planning*
Birthing and parenting
Alternative family structures
Communication skills*
Marriage enrichment and rebuilding relationships
Current family issues
Dysfunctional families
Family violence
Stress and conflict management
Terminating relationships

*Opportunity for interdisciplinary approach

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

- Values clarification
- Development of goals
- Decision-making
- Consumerism*
- Credit
- Budgeting*
- Buymanship*
  - housing
  - child care, education
  - insurance
  - clothing
  - food
  - transportation
- Banking*
- Taxation*
- Investments*
  - types
  - selection
- Investment fraud*
- Financial planning*
- Retirement and estate planning*
- Rights, responsibilities, law, redress and advocacy*

FOSTER PARENTING

Develops skills as substitute parents to enable foster parents to better understand themselves, the children and the relationships in the family.

Core Components

- Types of foster care
- Values of foster care
- Rights and responsibilities of foster care participants
- Foster children
- Guidelines for foster care, legalities
- Strategies for success
- Foster parent and foster child relations
- Foster parent and natural child relations
- Foster parent, biological parent, social worker relations*

*Opportunity for interdisciplinary approach

Guidance and discipline
Prenatal chemically exposed children*

GERONTOLOGY

Social, economic, physiological and psychological functions which relate to older adults as their roles in the family change. Investigation of problems of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

Core Components

Aging from a multi-disciplinary perspective*
Effects of the stereotypes of old age
Physiological, psychological and social changes*
Stress factors of aging
Development of positive attitude toward aging
Coping skills for aging
Meeting the needs of the aging adult

GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

Review of basic nutrition information
Diet modifications
Physiological changes of the aging person
Psychological changes that affect food practices
Limitations that affect food selection and preparation
Potential nutrient deficiencies
Drug - nutrient interactions
Safety and sanitation
Effects of exercise on overall health
Appropriate foods to meet individual needs
Menu planning
Nutrition quackery
Government nutrition programs available
Cultural food diversity
Sociological implications of aging

*Opportunity for interdisciplinary approach

GERONTOLOGY PRACTICUM

Field experience with geriatric clients in a variety of settings. Practical processes and management skills in working with the elderly.

Core Components

- Ethics
- Confidentiality
- Roles and responsibilities
- Physical and medical needs*
- Personal and social needs*
- Observation and assessment*
- Personal care*
- Basic housekeeping skills
- Community resources
- Career options
- Positive geriatric role models

HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the way social interaction and cultural institutions shape the development of the individual.

Core Components

- Significance of a lifespan perspective
- Theory, research and applications of human development
- Prenatal development
- Infant development
- Development during childhood
- Adolescent development
- Early adult development
- Mid-life development
- Late adult development
- Death and dying*
- Impact of heredity and environment
- Self esteem and quality of life at each stage

*Opportunity for interdisciplinary approach

HUMAN SEXUALITY*

An introductory course concerned with the biological, psychological and social aspects of human sexual behavior. A forum for discussion of ethical issues and encourages students to examine choices rationally and responsibly.

Core Components

Sexuality in perspective
Human sexual anatomy
Sex hormones and sexual differentiation
Theory and research in human sexuality
Menstruation and menopause
Contraception, pregnancy and childbirth
Sexuality and the life cycle
Sexual dysfunction
Ethical and moral issues, attitudes and behavior
Sex role socialization
Sexually transmitted diseases
Sexual response cycle

INFANT-TODDLER CARE AND DEVELOPMENT

Principles and philosophy of infant care for children up to two years of age including: growth and development, health and nutritional needs, social and emotional needs, cognitive development, language development, development of a positive self-image, parent education, community resources and cultural and ethnic differences. Students will be assigned to a laboratory infant-toddler program or selected infant-toddler centers for supervised laboratory experience.

Core Components

Developmental principles and appropriate curriculum
Developmental stimulation
Language and social development
Understanding of individual differences and growth rates
The need of the special needs child*
Environmental management-indoors and outdoors
Parent education and involvement
Health and nutritional needs*
Community resources
Design of program and facilities*
Management of infant-toddler centers
Methods of evaluation

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* Opportunity for interdisciplinary approach

LIFE MANAGEMENT

Current changes in society which influence life management skills, including changing family structure, values conflicts, dual role issues, decision-making and resource management (CAN H EC 16).

Core Components

Values and goals
Decision-making/problem solving
Cultural forces*
Human growth potential
Standards and priorities
Impact of change*
Multiple roles*
Education and career decisions*
Motivation*
Delegation*
Communication*
Time and energy management
Work simplification
Environmental management*
Future trends*
Research skills

MULTICULTURAL/ANTI-BIAS CURRICULUM FOR CHILDREN

General introduction to life styles, values and socioeconomic conditions of children from multilingual and diverse families with special emphasis on the factors that affect the teaching and learning process. Students are introduced to strategies, materials and resources designed to help enhance the acceptance of understanding of the multilingual limited English proficient and multicultural populations.

Core Components

Multicultural/cross cultural education*
Teaching skills for children who are limited in English proficiency*
Recognizing children's basic needs
Feeling positive about one's culture
Anti-bias concepts
Multilingual families*
Diverse families

* Opportunity for interdisciplinary approach

NANNY TRAINING

Introduction of issues related to expectations of a nanny, job responsibilities and family responsibilities to the nanny. Includes information related to contracts and other business aspects of the job, in-class exercises involving communication skills and assertiveness training.

Core Components

Life management skills
Child development
Home management skills
Communication skills*
Child guidance techniques
Health and safety of the young child*
Interpersonal relationships*
Business ethics and regulations for the self-employed*
Small business practices *
Legal and moral obligations*

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

Functions of nutrients related to food groups
Dietary guidelines and current recommendations
Major nutrient classifications
Digestion, absorption, cell metabolism and energy*
Energy balance, basal metabolism, physical activity
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary considerations*
Pregnancy and lactation
Changing dietary needs over the lifespan*
Scientific method to analyze and evaluate nutrition information
Nutrition information computer: analysis and evaluation
Diet and heredity*
Food safety and nutrient preservation*
Nutrition misinformation*

*Opportunity for interdisciplinary approach

PARENT EDUCATION

Evaluates the various family interaction patterns and the feeling levels of communication between family members. Explores the dynamics of gender roles. The goal is improvement of family functioning and general mental health of the family through the development of parenting skills and effective strategies for working with parents.

Core Components

Adjustment to parenthood, parents as first teachers
Concerns of parenthood, styles of parenting
Alternative family structures*
Child guidance techniques
Community resources
Parent and child communication
Societal influences*
Siblings
Rituals and traditions
Child care alternatives
Cultural influences*
Sexual and cultural stereotypes*
Relationship of parenting to development of child
Parenting skills
Working with parents

PROGRAMS AND ACTIVITIES FOR SCHOOL AGE CHILDREN

Principles and practices of programs for the child of five to twelve years at home not including formal schooling. Based on growth and development including health and nutritional needs, cognitive, physical, social and emotional development. Instruction in programming, curriculum, budgeting and equipment.

Core Components

Developmental characteristics and needs of school age children
Developmentally appropriate curriculum
Staff selection and training
Environmental design*
Program planning
Working with schools and community
Working with families
Resources
Program activities and materials
Transition to independence

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*Opportunity for interdisciplinary approach

SENSITIVE ISSUES IN EARLY CHILDHOOD

Introduction of delicate and often difficult issues that occur in human life: e.g. marriage, separation and divorce, disabilities, death and dying, sex role stereotyping, sex and sexuality, self-acceptance, cultural and racial identity, hospitalization and child abuse. Designed for parents, people in the helping professions, early childhood education students and interested others.

Core Components

- Child development
- Recognizing children with special needs*
- Issues surrounding children of divorced, separated, single parents
- The abused child
- Ethnicity and bilingualism*
- Child with life threatening condition*
- Death in childhood*
- Effect of society on the growing child*
- Effect of community and peers on the growing child*
- Effect of family structure on the growing child*
- Developing positive parenting skills
- Helping children develop positive self-concepts
- The substance addicted parent and abused child*
- The HIV positive child

SPECIAL NEEDS CHILDREN

Characteristics of special needs children, assessment techniques and curriculum design, community resources and current issues, observation and practice in working with special needs children in public or private school classrooms and agencies.

Core Components

- Legal provisions, mainstreaming
- Educational services for special needs children
- Education of the mentally disabled child
- Education of the physically disabled child
- The neurologically disabled child*
- Other types of special needs children
- Services, programs and agencies*
- Social, psychological implications of special needs*

*Opportunity for interdisciplinary approach

WORKING WITH THE ELDERLY

Overview of knowledge and skills needed to work with the elderly. Ethics, responsibilities, medical, social, personal and home management needs of the client, community resources and career options in working with the elderly.

Core Components

- Ethics*
- Confidentiality
- Roles and responsibilities
- Medical needs*
- Social needs*
- Observation and assessment
- Personal care
- Basic housekeeping skills
- Community resources*
- Career options
- Communication skills*
- Self esteem building
- Balancing client need for dependency and control*

*Opportunity for interdisciplinary approach

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

Professional Standards

Lifespan (Child Development, Family Studies, Gerontology) faculty must meet the hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing educational activities of professional organizations.

Community colleges train most of the teachers and directors for private preschools and child care centers and a large number of teachers and directors for public preschools and child care centers. Course work in Early Childhood Education/Child Development required by state governing agencies differs for each and it is essential to design programs and courses based upon meeting these requirements.

The licensing agency for all public and private child care facilities is the Department of Social Services, Community Care Licensing. A copy of *Child Day Care Licensing Regulations* (California Administrative Code [CAC] Title 22, Division 12) is available from the local branch of this agency, or contact: Community Care Licensing, 744 P Street, Sacramento, California 95814, Telephone: (916) 445-0313.

Included in these regulations are the requirements for teachers and directors in private preschool/child care programs (those which operate without public funds). Briefly summarized, these requirements are:

Teacher (no credential awarded)

1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director

1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 3 units in administration or staff relations and
3. Experience. Requirements vary in relationship to education, from four years with a minimum education to one year with a BA/BS degree.

Department of Social Services, Title 22, Division 12 regulations also include specific requirements for school age child care and infant and toddler care. Additional units and/or specific course content are designated for personnel in these programs. All units specified are semester units.

The regulations which govern and specify requirements for staff in public child development programs are found in the *State of California Education Code, Title 5, Chapter 19.* These programs fall under the jurisdiction of the California Department of Education, Child Development Division. The qualifications for staff include the Children's Center Instructional Permit, units indicated are semester units. These regulations can be obtained

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from: State of California, Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000, or P.O. Box 944270, Sacramento, CA 94244-2700, Telephone: (916) 445-7254. Briefly summarized, these requirements are:

Teacher (Regular Children's Center Instructional Permit)

1. 24 units ECE/CE with at least one course in child/human growth and development; child, family and community; and programs/curriculum **and**
2. Experience, four options **and**
3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)

1. Regular Children's Center Instructional Permit **and**
2. 12 units in ECE/CE at an advanced level **and**
3. 6 units in administration and supervision **and**
4. Experience **and**
5. Bachelor's or higher degree **and**
6. CBEST (test of proficiency in basic skills).

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of the *Program Plan.*

Faculty membership and participation in related Lifespan professional/trade organizations is encouraged. These include:

AADECE – American Associate Degree Early Childhood Education
AAMFT – American Association for Marriage and Family Therapy
AARP – American Association of Retired Persons
ACEI – Association for Childhood Education International
ACNS – American Council of Nanny Schools
AHEA – American Home Economics Association
ASA – American Society on Aging
CA-HEA – California Home Economics Association
CAEYC – California Association for the Education of Young Children
CAMFT – California Association of Marriage and Family Therapists
CAVE – California Association of Vocational Educators
CCCECE – California Community College Early Childhood Educators
CCDAA – California Child Development Administrators Association
CDF – Children's Defense Fund
CF – Children's Foundation
HEIB – Home Economists in Business
INA – International Nanny Association
NAECTE – National Association for Early Childhood Teacher Educators
NAEYC – National Association for the Education of Young Children
NAFDE – National Association for Family Day Care
NCA – National Council on Aging
NCCCC – National Coalition for Campus Child Care
NCFR – National Council on Family Relations
PACE – Professional Association for Childhood Educators
SACUS – Southern Association for Children under Six

Student membership in professional organizations should be encouraged.

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Advisory Committee

The Lifespan (Child Development, Family Studies, Gerontology) Advisory Committee(s) should be comprised of members of community agencies, organizations, representatives of business and industry, secondary and four year institutions, counseling and placement centers and knowledgeable individuals who are served by the college.

Membership should be racially and culturally balanced to reflect the student population of the college. Membership should be reflective of the needs of community agencies that will be utilizing student graduates seeking vocational placement and employment. The purpose of the advisory committees is to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area. The committee should keep timely curriculum goals, discuss transfer/access issues and focus on both instruction and services to maximize student and community needs.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Placement and Follow-up

Students participating in college credit courses for certification or a degree in Lifespan areas of Child Development, Family Studies or Gerontology should be placed for a minimum of one semester under supervision of appropriate staff in either: 1) a college sponsored and supervised program, 2) a college sponsored laboratory program, or 3) a selected community funded program. This experience should be augmented by regular class or seminar sessions.

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary for employment and that transfer courses are articulated with four-year institutions.

Lifespan (Child Development, Family Studies, Gerontology) faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan.*

Accountability is important in order to assure that the program is accomplishing its purpose. Industry salaries and benefits are variables out of the control of teaching programs and can account for some trained students leaving the field. These factors are irrespective of job satisfaction related to the training issue. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevance of program can be collected. The Lifespan instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relationship of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

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RESOURCES

Equipment and Facilities

California Community Colleges Chancellor's Office Guidelines for Comprehensive Child Development Instruction and Services Programs (May 1983) contains specific recommendations for equipment, facilities and instructional resources. A partial list follows:

- An indoor and outdoor physical environment that is safe and appropriate to the age of the children being served.

- A quality indoor facility is one with adequate light, ventilation and acoustics. It is aesthetically pleasing with an atmosphere that is cozy, warm and intimate and which is above all child-oriented. The layout includes adequate storage and space for children, parents and providers of care and it takes into account the functions and needs of the program. The arrangement of space allows for privacy. Provision is made for the temporary isolation of children during minor illness. The facility adheres to standards of cleanliness.

- Outdoors, the provision of shade, water, sand, grassy areas, storage and fencing are indicators of quality. The outdoor surfaces are appropriate to the activities, age and special needs of the children served. Licensing regulations define minimum space requirements. These are minimums, not optimums and attention should be paid to the best use of the space available.

- In facilities for infants and toddlers, special attention should be paid to the provision of areas in the facility for separate functions such as playing, sleeping, diapering and food preparation. Sanitation procedures should include proper diaper disposal, hand washing, proper refrigeration and dish washing. Special attention should be paid to the care and cleanliness of the floors.

- For older children the child development facility should serve as a home base where the children can check in with an adult before engaging in after-school activities.

- The elements of safety that relate to quality are: (a) existence of age-appropriate emergency procedures that are properly posted (e.g., fire, earthquake), (b) adults who have current first aid and cardiac pulmonary resuscitation (CPR) training, (c) first aid supplies which are readily accessible to adults but not to children and are periodically replenished, (d) adequate fencing, (e) well thought out traffic patterns and (f) building and playgrounds that are free of hazards.

- Because infants and toddlers may have to be carried, an indicator of quality is the special attention by adults to a procedure for quickly removing very young children in an emergency. Protective barriers or gates indicate attention to safety.

- The equipment and materials used in programs are indicators of quality when they are age and developmentally appropriate and in good repair. Books and other learning materials should be non-sexist, multicultural and of sufficient quantity and variety for the size of the group and they should be easily accessible to the children.

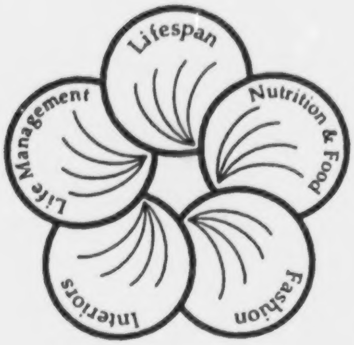
Faculty

Dedicated, enthusiastic and innovative faculty and child development staff are the major resource in Lifespan (Child Development, Family Studies, Gerontology) education. They must provide the education and guidance of students and direction of programs to meet the challenge of the fast-paced, changing world of the Lifespan areas. In recognition of the importance of the contribution of child development center staff in training students and supporting academic goals, it is strongly encouraged that center staff be treated the same as other full and part-time faculty and meet minimum qualifications.

The multidimensional needs of California's diverse population must be a primary consideration in the preparation and selection of faculty for Lifespan courses and programs.

Hiring faculty must follow the California Community College Chancellor's Office guidelines. An MA/MS Degree in a Lifespan or related area is the minimum qualification for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document.

Close working relationships between faculty and counselors, placement and other support staff enhance the services to Lifespan (Child Development, Family Studies, Gerontology) students on campus.



LIFESPAN

(CHILD DEVELOPMENT, FAMILY STUDIES, GERONTOLOGY)

The study of the nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.

NUTRITION AND FOOD TABLE OF CONTENTS

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A Section of: *California Community College Home Economics Program Plan, 1992*

NUTRITION AND FOOD

STATEMENT OF PURPOSE

Nutrition and Food education in California community colleges allows individuals to acquire knowledge of nutrition principles and skills of food preparation techniques to promote optimum health and maximize one's physical, social and economic potential. Such programs provide education and training leading to vocational certificates, the AA or AS degree, registration and transfer to upper division institutions for careers in food, food preparation or culinary arts/food technology, dietetics and dietary health care and nutrition and fitness and health.

Nutrition and Food programs need to be designed so that performance standards meet employer expectation and enhance students' job market value so that they can be matched to reasonable employment prospects. Emphasis should be placed on career education programs and employability of students who have majored in Nutrition and Food.

Mission

The mission of the Nutrition and Food program is to:

- Provide a Nutrition and Food curriculum to prepare students for employment in culinary arts/food technology, dietetics, institutional nutrition care for schools, residential and health facilities and wellness and health.
- Provide articulated core courses to prepare students for transfer to other educational institutions for advanced education.
- Provide lifelong learning, continuing or adult education courses for economic and career development programs, consumer information or to update Nutrition and Food employees and professionals with current techniques, knowledge or skills necessary to their field of work.
- Provide educational opportunities for retraining individuals for re-entry into the job market, utilizing their natural abilities and identifying transferable skills.
- Provide an educational component for other programs such as nursing, nutrition and fitness, wellness, child development, family studies, gerontology and elder care and life management.

Mission, continued

- Allow individuals of a culturally diverse society to gain the understanding, skills and motivation necessary to enhance their quality of health through intelligent food and beverage choices.
- Identify and respond to the educational needs of the community based upon cultural diversity, disadvantaged and single parent populations.
- Strengthen the partnership between Nutrition and Food programs and the business community incorporating on-site education and resource sharing.
- Promote a cultural foods course as an option to fulfill a multicultural requirement for the General Education curriculum.

CAREER OPPORTUNITIES

Career Ladder

Students studying Nutrition, Food and Culinary Arts at California community colleges can proceed up a career ladder to various levels of employment and learning. Though the entry level (Level I) may enable a student to be employed, it is strongly recommended that the student proceed toward an AA/AS degree. The following is a partial listing of potential employment or career opportunities in the field of Nutrition and Food. Opportunities and requirements may vary from one community to another.

Level I A - Entry: Immediate Employment. One or more Nutrition and Food courses designed to meet specific employment needs. Courses identified in Matrix under Level I A (See page 132).

Opportunities:
- Services
  - Food Preparation Worker
  - Catering Assistant
  - Dining Room Attendant or Busperson
  - Counter Worker
  - Cafeteria Worker
  - Host or Hostess
  - Foodservice Worker
  - Food Server
- Production
  - Beverage and Bartender Assistant
  - Cook: Short Order, Fry, Line, Private
  - Tray Line Checker
  - Baker Assistant
  - Pantry Worker
  - Cook's Helper
  - Dietary Aide
  - Dietary Worker

Level I B - Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Nutrition, Food or Culinary Arts. Courses identified in Matrix under Level I B (See page 132).

Opportunities:
- Services
    - Appliance and Equipment Demonstrator
    - Caterer (Entrepreneur)
    - Head Food Server
    - Counter and Pantry Supervisor
    - Foodservice Supervisor
    - Host or Hostess
    - Test Kitchen Assistant
    - Food Consultant
    - Recipe Development Technician
    - Fitness Instructor
    - Weight Management Counselor
- Production
    - School Cafeteria Head Cook
    - Kitchen Supervisor
    - Hotel or Restaurant Cook
    - Short Order Cook
    - Pantry Worker
    - Cook Helper
    - Private Cook
    - Food Products Tester
    - Dietary Aide
    - Bartender
    - Broiler Cook
    - Sauté Cook
    - Line Cook
- Management
    - Health Care and Commercial Foodservice
    - Assistant Manager
    - Catering Manager
    - Food Concession Manager
    - Dietetic Service Supervisor

Level II - Technical: AA/AS Degree. Completion of a community college AA/AS degree in Nutrition, Food or Culinary Arts requiring a minimum of 60 semester credit hours. Courses identified in Matrix under Level II (See page 132).

Opportunities:
- Services
    - Foodservice Supervisor
    - Food Merchandising Supervisor
    - Food Product Sales Representative
- Production
    - Sous Chef
    - Chef
    - School Cafeteria Head Cook
    - Kitchen Supervisor

Level II Opportunities, continued

- Food Technician
- Research Technician
- Product Development Technician
- Taste Panel Coordinator
- Recipe Developer
- Baker
- Menu Planner
- Caterer

Management

- School Lunch Manager*
- Cafeteria or Restaurant Manager*
- Industrial Cafeteria Manager
- Flight Kitchen Manager
- Foodservice Manager*
- Food Production Manager
- Dietetic Technician in hospitals and clinics, institutions for the care of the aged, infants and children
- Food/Sales Technician
- Culinary Technician

Level III - Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 132)

Opportunities:

- Dietetics, Clinical (Therapeutic)
  - Hospitals, Clinics, Board and Care Institutions
  - Consulting
- Dietetics, Foodservice Systems (Management and Administration)
  - Hospitals - federal, state, local, convalescent
  - School Foodservice
  - Colleges and universities
  - Restaurants, cafeterias and coffee shops
  - Hotels, motels and resorts
  - Airlines, steamships, railroads
  - Business and industrial companies
  - Department stores
  - Retirement homes
  - Penal institutions
- Community Nutrition
  - State, county and city education and health departments
  - Federal agencies in the USA and abroad
    - e.g. Peace Corps, Vista, WHO
- Mass media
  - Magazines, newspapers, radio, television

*Experience usually required in addition to degree

- Culinary Arts
    - Sommelier
    - Master Chef
- Food Science and Technology
    - Business and industry
    - Food and equipment manufacturers, public utility companies, grocery chains, advertising agencies
    - Test kitchens
    - Recipe testing and development
    - Product development
    - Quality control
    - Sales promotion
    - Sales representative
    - Food broker
    - Advertising specialist
    - Food stylist
    - Consultant
    - Importer/exporter
    - Public relations
    - Food editor or writer for newspapers, magazines or broadcasting
    - Food styling and photography
    - Public relations representative for food or equipment company
    - Consumer education
    - Research
- Education
    - K through 12, ROC/Ps
    - Community colleges and four-year colleges and universities
    - Undergraduate, graduate
    - Extension
    - Adult education
    - Medical centers - hospitals and clinics
    - Health and welfare agencies
    - Commercial companies - food, products and equipment
- Research
    - Colleges and universities
    - Federal agencies - agriculture, education, health and welfare
    - Hospitals
    - Business and industry

Future Outlook

Future trends and labor predictions indicate that individuals with education and training in Nutrition and Food will have a wide range of career opportunities through the 1990's. These predictions are based upon a number of factors. With over 50% of women now in the work force, Americans are currently spending 40% of their disposable food budgets in restaurants or for meals prepared outside of the home, a trend which the National Restaurant Association (NRA) expects to continue. Americans are living longer and the public is becoming increasingly aware of the importance of a healthful diet and concerned with good health and wellness. The population continues to become more diverse with different ethnic groups, an increasing number of single parent families and an awareness of our disadvantaged population. Growing numbers of elderly persons increase the need for special care and special diets. The 1984 *Food Industry Fact Book*, states that the foodservice industry is the number one retail employer in America and the number one employer of women and teenagers. Currently over eight million workers are employed in this 265 billion dollar industry.

According to the American Dietetic Association (ADA), there are currently more than 45,000 dietitians employed in the United States, with 3,600 in California alone. The U.S. Department of Labor predicts a good outlook for dietitians through the 1990's. New and expanding hospitals and health care centers to serve a growing population will require more dietitians. Dietitians will need to be versatile in second languages as well as be aware of the cultural variations in ethnic food patterns and cultural practices. A growing number of dietitians will direct commercial foodservices. Expansion of university and school foodservice programs will also increase the demand for dietitians. The Bureau for Labor Statistics states that the outlook for Dietetic Technicians is similar to that of dietitians.

Both state and federal regulations on health care facilities require a qualified dietetic service supervisor (DSS) to be in charge of the dietetic service or department. In the past, dietetic assistants or dietary managers have been hired for these positions. Several factors currently indicate a future need for dietetic service supervisors and for additional DSS programs in community colleges across the state: 1) ADA no longer accredits the Dietetic Assistant programs (including correspondence programs); 2) the Dietary Managers Association is not an authorized accrediting agency; and 3) community colleges or other accreditied agencies will be the only delivery system for the DSS Certificate.

As health care costs soar, companies are seeking preventive means to ensure individual wellness. This growing interest in fitness and health points to an increase in new jobs for dietitians, culinary technicians and fitness instructors. Legislation is proposed to establish a statewide certification process and criteria for fitness instructors and a course in basic nutrition is included in the proposed criteria. Individuals with Nutrition and Food skills are well qualified to provide valid, accurate information regarding health and fitness and to guide consumers in selecting from the many prepared and processed foods available for consumption.

Since it is impossible to predict job availability over a forty year working life, it is imperative that Nutrition and Food programs equip people to adapt to changing work environments and constant technological and psychological discoveries. Teaching methods and occupational education programs need to be continually evaluated, synchronized with the needs of industry and updated in order to train for the jobs of tomorrow. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. These data are available at each California community college. Careers in Nutrition and Food definitely fit into a culturally diverse service-oriented society.

CURRICULUM: PROGRAMS AND COURSES

The Nutrition and Food curriculum is designed to provide economic and career development programs in food, culinary arts, foodservice, dietetics, dietary health care, wellness and health. The curriculum incorporates an understanding of a culturally diverse society. Selected courses within the curriculum meet requirements for entry level employment, provide part of the undergraduate requirements for students who wish to transfer to a four-year college or university for an advanced degree, or provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

Nutrition, Food and Culinary Arts include the following programs: Restaurant and Foodservice Management, Dietetic Service Supervision, Dietetic Technician Training, Pre-Dietetics, Chef and Institutional Cook Education, Catering, Food Server Training, Nutrition, Health and Wellness, Food and Equipment Demonstration and Nutrition and Food.

Course Classification

TOP Classification: The TOP Code classification for Nutrition and Food is:

1306.00	Nutrition and Food The study of the principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.
1306.10	Restaurant and Foodservice Management
1306.20	Dietetics (Pre, Technician, Supervision)
1306.30	Culinary Arts (Chef, Catering, Food Server)
1306.40	Nutrition, Health and Fitness
1306.50	Food and Equipment Demonstration
1307.00	Hospitality (formerly Institution Management) The contents will be developed at a future date.

Vocational: Courses included in the Nutrition, Food and Culinary Arts program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently identified as an equivalent course at a four-year or transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation number (CAN).

CAN H EC	2	Nutrition
CAN H EC	8	Principles of Foods
CAN H EC	16	Life Management

Lifelong Learning, Continuing and Adult Education: Many of the courses within the Nutrition and Food program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses are offered to students who seek vocational training or to those with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by local community needs. In order to avoid course duplication and better meet the needs of the community, Nutrition, Food and Culinary Arts departments should have control over or input into which courses are offered as non-credit or on a fee basis.

Continuing Education (C.E.) hours are currently required by the American Dietetic Association (ADA) and American Culinary Federation (ACF) for members to retain registration, e.g. Registered Dietitian (R.D.) or certification in the field. Dietetic Technicians also have such a requirement. Nutrition and foodservice employees require additional courses which enable them to apply the latest techniques and information to their field of work. C.E. courses should be developed and offered through the community college to meet the special needs of these diverse populations.

Levels: There are three levels for the Nutrition, Food and Culinary Arts program:

- Entry: (Level I A) - The entry level provides students with a general knowledge in Nutrition, Food and Culinary Arts enabling them to work in the industry meeting specific needs. In some communities an agreement has been made between an employer and the community college which requires satisfactory completion of one or more designated courses as a prerequisite for employment.
- Entry: Occupational Certificate (Level I B) - The certificate level provides students with the minimal basic skills and knowledge leading to employment in a Nutrition, Food, or Culinary Arts related job. The number of units will vary according to individual college program requirements.
- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with the option for a career or the requisite foundation for transfer to a four-year college or university.
- Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate, other Degree or Technical Degrees at four-year colleges or universities or training institutes; provides students with qualifications for professional employment.

Electives: Courses listed under a program different from what students are following could be used as elective courses within their program. Electives are recommended courses from which students might select to complement their study for a degree or certificate.

Work Experience: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in the field in order to gain a deeper understanding of the relationships between classroom theory and practical application.

Supervised Practice: Dietetic programs approved or accredited by the American Dietetic Association or California State Department of Health Services are required to have a specific number of hours of supervised clinical laboratory field experience.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind and a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

The core *Nutrition* course currently satisfies a General Education requirement for the Associate in Arts/Science degree at a number of California community colleges and for certification and transfer to four-year institutions. On some campuses the course satisfies the Science requirement while at others it has been accepted under Lifelong Understanding and Self-development.

Cultural and Ethnic Foods courses also may satisfy the cultural diversity requirement in General Education packages.

Interdisciplinary: Within the Nutrition, Foods and Culinary Arts programs, interdisciplinary courses will be those academic articulated credit courses designed to complement and support a major education/industry discipline. Due to the scope of the subject matter, courses in Science, Psychology, Communications, Ethnic Studies, Health, Math, Physical Education, Business and Computer Science and Applications will become a part of either certificate, AA/AS degrees or degrees in higher education. Within the Home Economics discipline, courses in Life Management and Child Development should also be completed.

Courses which can be linked to other disciplines or lend themselves to team teaching situations are Nutrition (Science, Health), Gerontology Nutrition (Sociology), Cultural Foods (Sociology, Cultural Anthropology, Ethnic Studies), Culinary Arts (Business and Ethnic Studies) and Nutrition and Wellness (Physical Education and Health). Content delivery will be enhanced through innovative partnerships including grant writing, resource sharing and participation in advisory committees. Computer applications and technology, communications and math skills need to be incorporated into each of these. Home Economics Departments and colleges should develop strong interdisciplinary ties.

NUTRITION AND FOOD PROGRAMS AND COURSES MATRIX
(FOR ADVISING & COUNSELING)

COURSES	LEVELS*				PROGRAMS**									
	IA	I B	II	III	1	2	3	4	5	6	7	8	9	10
Advanced Nutrition Care			X				X	X						
Baking and Pastry		X	X		X				X					
Basic Nutrition	X	X			X				X	X	X		X	
Children's Nutrition		X	X											X
Contemporary Issues in Nutrition and Foods	X	X	X			X	X	X				X		X
Cultural and Ethnic Food		X	X	X					X	X			X	X
Dietetic Education			X			X	X							
Food and Beverage Purchasing and Control		X	X		X				X	X				
Food Production Management		X	X		X	X	X		X	X				
Foodservice Customer Relations	X	X			X					X	X			
Foodservice Marketing			X		X					X	X			
Foodservice Resource Management		X	X			X	X							
Foodservice Sanitation and Safety	X	X			X	X	X	X	X	X	X	X	X	X
Foodservice Supervision		X	X		X	X			X					
Garde-Manger and Buffet Catering		X	X		X				X	X			X	
Gerontological Nutrition and Food Practices			X			X	X	X						X
Legal Aspects of Foodservice Management			X		X				X	X				
Life Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Meal Management		X	X	X				X						X
Menu Planning		X	X		X				X	X				
Nutrition	X	X	X	X		X	X	X				X		X
Nutrition and Fitness	X	X		X								X		
Nutrition and Weight Management	X	X										X		X
Nutrition Care		X	X				X							
Nutrition Delivery Systems		X	X		X	X								
Nutrition Education for the Professional			X		X	X	X							
Nutrition for Foodservice Professionals		X	X		X				X	X				
Nutrition Laboratory		X	X									X		X
Principles of Foods	X	X	X	X	X	X	X	X	X				X	X
Quantity Food Preparation		X	X		X				X	X	X			
Supervised Practices (Clinical Laboratory)			X			X	X	X				X		
Work Experience		X	X		X				X		X			

*LEVELS:

IA Entry: Immediate Employment
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees or Technical Degrees

** PROGRAMS:

Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

1. Restaurant and Foodservice Management
2. Dietetic Service Supervision
3. Dietetic Technician
4. Pre-Dietetics
5. Chef and Culinary Arts
6. Catering
7. Food Server
8. Nutrition, Health and Fitness
9. Food and Equipment Demonstration
10. Nutrition and Food

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COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix. The core components were compiled from course objectives.

ADVANCED NUTRITION CARE

Application of the principles of nutrition care planning to interventions in the health care setting. Individualize menus and counsel clients according to their nutritional needs. (Prerequisite: Nutrition Care, Dietetic Education)

Core Components

- Nutritional interventions
    - children
    - pregnancy
    - lactation
    - adolescents
    - adults
    - seniors
- Instructional materials
- Computer support

BAKING AND PASTRY

Baking and pastry theory and techniques designed for advanced and commercial application. Emphasis is placed on high quality ingredients, safety, sanitation principles and gourmet specialties, for commercial use. (Prerequisite: Quantity Food Preparation)

Core Components

- Baking ingredients, quality, selection and measurement
- Properties of ingredients
- Calculating formulas
- Quality products analysis
- Errors in production analysis
- Production of high quality products
    - production techniques
    - presentation techniques
    - bake shop equipment
    - sanitation
    - commercial business operation

BASIC NUTRITION

Fundamental aspects of nutrition for the individual or the family. Basic concepts of normal nutrition, good health, quality of food supply, consumer aspects of nutrition, diets and weight control, health food controversies and environmental food problems.

Core Components

Basic nutrients, their functions and food sources
Food labeling
Evaluating diet quality
Nutrient needs at various stages of the life cycle
Multi-cultural food patterns
Issues in food safety
Nutrition concerns with substance use
Computer support of diet analysis

CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

Functions of the basic nutrients
Food sources
Nutrition principles from prenatal through adolescence
Nutrition education for parents and children
Cultural food patterns
Local, state, federal laws and regulations for child care facilities
Food safety
Standards for child care foodservice
Public Policy
Guidelines for nutritional programs
Developmental perspectives
Food experiences for children

CONTEMPORARY ISSUES IN NUTRITION AND FOODS

Identifies contemporary health issues. Emphasis on modification of dietary selections and practices based on current knowledge of nutrition. Recipe adaptations, vegetarianism, light cuisine and environmental food issues are included.

Core components

Nutritional issues of cardiovascular disease, obesity, diabetes,
    malnutrition, eating disorders
Food preparation techniques to reduce fat, cholesterol, sodium, sugar
Methods of increasing fiber
Environmental issues such as pesticides and irradiation
Vegetarian diets
Light cuisine to reduce caloric intake

Modification of current diet selections
Correcting nutrition misinformation
Computer evaluation of diet and body composition

CULTURAL AND ETHNIC FOOD

Regional, ethnic, cultural, religious, historical and social influences on food patterns and cuisines. Experience with food from many cultures.

Core Components

Regional, ethnic, cultural, religious, historical and social influences on food
Traditional foods of selected cultures
Geographic basis
Food safety
Commercial and professional applications

DIETETIC EDUCATION

Overview of the profession of dietetics and the role of the dietetic technician. Application of the principles of nutrition education to community groups. (Prerequisite: Nutrition Care, Foodservice Supervision)

Core Components

Nutrition education for community groups
Resource development
Ethnic, cultural and religious influences on food
Professional standards of practice
History of dietetics
Professional Code of Ethics
Professional organizations
Certification

FOOD AND BEVERAGE PURCHASING AND CONTROL

Techniques for purchasing food, beverages and supplies used in hotels and restaurants.

Core Components

Ethical practices
Quality specifications
Purchasing methods
Receiving and storage practices
Computer usage
Cost and inventory control
Safety and sanitation
Payment practices
Security systems

FOOD PRODUCTION MANAGEMENT

Organization and management of foodservice operations, occupational levels and responsibilities. Quantity food preparation with emphasis on food production management and effective management of time and equipment.

Core Components

Ethical practices
Responsibilities of food production manager
Management process:
  planning, organizing, communicating, decision-making
Computer usage
Production scheduling
Forecasting
Handling emergencies
Ordering
Coordination of foodservice systems
Menu writing and costing
Portion control
Operational layout of equipment and facilities
Sanitation certification

FOODSERVICE CUSTOMER RELATIONS

Customer service as a foundation of quality foodservice. Emphasis on empowerment of service staff in all types of foodservice.

Core Components

Service attitude-the customer as "guest"
Public courtesy
Empowerment of service staff
Service procedures and presentation
Personal hygiene of service staff
Menu terminology

FOODSERVICE MARKETING

Information systems and marketing research methods to assist foodservice operations in planning. Discussion of hospitality consumers and their behavior. Advertising, promotion, group sales strategies, menu design.

Core Components

Marketing strategies
Feasibility studies
Market segmentation
Trends in consumer behavior
Promotional media
Menu design

FOODSERVICE RESOURCE MANAGEMENT

Principles of management of resources in quantity foodservice including selection, evaluation and training of personnel, financial statements, cash and budget control. (Prerequisite: Food Production Management)

Core Components

Responsibilities of the supervisor
Goals, objectives and budgets of various operations
Personnel recruitment, selection and management
Management problem-solving techniques
Cost-control components and budget guidelines
Computer usage
Professional associations
Communication - especially in multicultural environment
Employee evaluations

FOODSERVICE SANITATION AND SAFETY

Basic concepts of personal and institutional sanitation and application to food preparation, storage, service; prevention of food contamination; dish washing and housekeeping materials and procedures; garbage and refuse disposal; pest control; OSHA regulations; safety procedures and programs; fire prevention and control; concepts of safety and sanitation related to the selection, layout and use of equipment.

Core Components

Personal hygiene
Potentially hazardous foods
Food borne illness: types, causes and prevention
Cleaning and sanitizing agents
Regulations, public health laws and inspection procedures
Accident prevention
First aid
Fire safety
Pest control
Safe food handling techniques
Characteristic growth habits and control of bacteria, molds, viruses and yeast
Temperature control of food supplies
Contamination of food by physical or chemical means
Safety principles of receiving and storage
Sanitary facility and equipment design
Proper use and cleaning of equipment

FOODSERVICE SUPERVISION

Assist employees and employers in understanding human behavior in social institutions, business and industry, including leadership, responsibility, communication, status, decision making, motivation, personnel problems.

Core Components

- Sanitation certification
- Leadership qualities and theories
- Motivation
- Productivity
- Delegation
- Discipline
- Communications
  - giving instructions
  - constructive criticism
- Orientation and training
- Employee evaluation
- Multicultural implications
- Assertiveness
- Responsibility

GARDE-MANGER AND BUFFET CATERING

Decorative techniques in garde-manger work employing a diversity of food products. Includes buffet presentations, centerpieces and culinary showpieces, techniques of ice carving and sculpture. (Prerequisite: Principles of Foods or Quantity Food Preparation)

Core Components

- Buffet food production
  - canapés
  - hors d'oeuvres
  - molds
  - jellies
  - chaud froids
  - patés
  - marinades
- Catering
- Equipment and tools
- Banquet planning
- Buffet presentation skills
- Portion control and cost control
- Sanitation certification
- Table service
- Quality evaluation

GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

- Review of basic nutrition information
- Diet modifications
- Physiological changes of the aging person
- Psychological changes that affect food practices
- Limitations that affect food selection and preparation
- Potential nutrient deficiencies
- Drug - nutrient interactions
- Safety and sanitation
- Effects of exercise on overall health
- Appropriate foods to meet individual needs
- Menu planning
- Nutrition quackery
- Government nutrition programs available
- Cultural food diversity
- Sociological implications of aging

LEGAL ASPECTS OF FOODSERVICE MANAGEMENT

Exploration and application of legal topics relevant to foodservice management.

Core Components

- Government regulations
- Patron civil rights
- Liability
  - food
  - premises
- Labor regulations
  - American Disabilities Act
  - affirmative action
  - health testing
- Property rights
- Forms of business organization
- Immigration laws

LIFE MANAGEMENT

Current changes in society which influence life management skills, including changing family structure, values conflicts, dual role issues, decision-making and resource management (CAN H EC 16).

Core Components

Values and goals
Decision-making/problem solving
Cultural forces
Human growth potential
Standards and priorities
Impact of change
Multiple roles
Education and career decisions
Motivation
Delegation
Communication
Time and energy management
Work simplification
Environmental management
Future trends
Research skills

MEAL MANAGEMENT

Principles of meal planning and the scientific and aesthetic principles of food selection and preparation. Includes equipment usage, food preparation methods, meal planning, the serving of food, as well as effective management of time, energy and money. (Prerequisite: Principles of Foods)

Core Components

New techniques, equipment and material in food preparation
Time scheduling in planning meals
Nutritional modifications of recipes
New product use
Budgeting for food preparation
Cultural awareness
Computer usage in menu planning

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MENU PLANNING

Principles of menu planning for a variety of foodservices. Emphasis on development, types and uses, the organization and significance of the menu, cost and pricing of menu items.

Core Components

- Menu development
  - appearance
  - format
  - promotion
  - coordination of equipment and personnel
- Quality standards
- Selling price
- Nutritional considerations of food choices
- Safety and storage
- Computer applications

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

- Functions of nutrients related to food groups
- Dietary guidelines and current recommendations
- Major nutrient classifications
- Digestion, absorption, cell metabolism and energy
- Energy balance, basal metabolism, physical activity
- Nutrition and wellness
- Dietary planning for weight management and eating disorders
- Critical evaluation of various "fad" diets
- Special dietary considerations
- Pregnancy and lactation
- Changing dietary needs over the lifespan
- Scientific method to analyze and evaluate nutrition information
- Nutrition information computer: analysis and evaluation
- Diet and heredity
- Food safety and nutrient preservation
- Nutrition misinformation

NUTRITION AND FITNESS

Designed for the physically active person interested in the role of nutrition to increase energy and enhance performance. Nutrient needs before, during and after exercise evaluated for effect on optimal health. Methods of determining body composition.

Core Components

- Prevention/wellness
- Body composition and analysis
- Nutrient needs
- Energy nutrients
- Glycogen loading
- Weight management/eating disorders
- Substance abuse
- Supplements
- Heat and hydration
- Maximizing performance
- Exercise physiology
- Fitness throughout the life cycle
- Cardiovascular fitness
- Computer applications with food intake, body composition and exercise
- Stress Management

NUTRITION AND WEIGHT MANAGEMENT

Principles of nutrition as they relate to weight management. Evaluation of weight control methods and investigation of basic nutritional needs, current research, fad diets and possible intervention including exercise and behavior modification techniques. Understanding of eating disorder, including compulsive overeating, anorexia nervosa and bulimia.

Core Components

- Diet evaluation based on
  - nutritional adequacy
  - long term effects
- Health problems of being
  - underweight
  - overweight
  - obese
- Facts and fads of nutritional interventions
- Exercise and weight management and effective intervention techniques
- Behavior modification and other possible interventions
- Somato typing
- Body composition analysis
- Eating disorders
  - diagnostic criteria
  - psychological, sociological and nutritional considerations
  - appropriate treatment approaches
- Computer applications

NUTRITION CARE

Basic principles of therapeutic nutrition. Emphasis on diet rationale and modifications for patient's condition. (Prerequisite: Nutrition)

Core Components

Pathology as basis of disease
Abnormal physical conditions
Planning therapeutic diets
Rationale for diet modifications
Charting
Patient interviews
Nutrition assessment
Patient care planning
Nutrient data bases/computer applications
Cultural food patterns

NUTRITION DELIVERY SYSTEMS

Introduction to nutrition delivery systems and institutional menu modification for various age groups and illnesses. State and Federal guidelines for foodservice.

Core Components

- Facilities
  - function
  - costs
  - licensing
  - certification
- Facility organization components
- Legal standards and regulations
- Charting
- Members and roles of health care teams
- Service of institutional menus for schools and health care facilities
- Budget/cost analysis
- Computer applications

NUTRITION EDUCATION FOR THE PROFESSIONAL

Provides nutrition information and educational strategies for pre-school and K-12 educators, health educators, home care and child care providers and fitness instructors. Includes information on current nutrition controversies, application for educators, development of a resource package and identification of nutrition support agencies.

Core components

Overview of basic nutrition
Current nutrition issues and evaluation of information
Lifespan nutritional needs and individual application
Role of nutrition in public health
Identification of nutrition education resources
Application of nutrition education strategies in the classroom or the community
Development of resource materials
Cultural diversity
Computer applications

NUTRITION FOR FOODSERVICE PROFESSIONALS

Practical approach to the study of nutrition for foodservice professionals. Includes elements of normal nutrition and common modified diets. Emphasis placed on recipe adaptation and menu planning for more healthful menu offerings.

Core Components

Nutrients - functions, food sources and changes in cooking
Trends in the diet
Guideline for improving the diet
Healthful menu design
Techniques to reduce fat and salt in cooking
New nutritious menu selections
Recipe revision to improve nutrition
Cultural diversity
Computer applications

NUTRITION LABORATORY

Laboratory techniques that relate nutritive value to the function of foods in the human body. Includes effects of digestive juices on proteins, carbohydrates and lipids, litmus tests, tests for skin fold thickness, computer use for dietary changes, dietary analyses for sodium, fiber, cholesterol and p/s ratios. (Co-requisite: Nutrition)

Core Components

Scientific method of investigation
Analysis of personal food intake
Computer diet analysis and other computer applications
Analysis of laboratory tests
Development of individual nutrition experiments
Anthropometric assessment

PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

Food science principles
Food preparation terminology and techniques
Standards of product evaluation and quality control
Selection and use of food equipment and utensils
Food storage
Sanitation and safety
Nutrient retention techniques
Labeling and consumer information
Alternative cultural ingredients
Cost analysis

QUANTITY FOOD PREPARATION

Techniques of preparing all categories of food in quantity. Emphasis on recipe standardization, determination of need and procurement of supplies, organization of work stations, effective use of equipment, presentation and sanitation. (Prerequisite: Principles of Foods. Co-requisite: Foodservice Sanitation and Safety)

Core Components

Quantity food preparation skills
Standards of quality and product evaluation
Ingredient selection including ingredients from other cultures
Cost analysis
Workplace communications and responsibilities
Time management
Teamwork and workplace pride
Presentation skills
Foodservice equipment
Menu planning
Computer applications

SUPERVISED PRACTICES (CLINICAL LABORATORY)

Provides practical application in the career field of nutrition and dietetics. Shadowing and mentoring may be involved.

Core Components

Practical applications associated with work issues under supervision of Registered Dietitian
On-site experiences with evaluation of performance

WORK EXPERIENCE

Supervised on-the-job voluntary or paid learning experience involving expanded responsibilities for students employed in a job related to their major.

Core Components

Job search
Job experience in foodservice
Job related objectives
Resumé writing
Preparing for the interview
Mentoring/shadowing
Building
Stress management
Cross cultural experiences

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

Professional Standards

Nutrition, Food and Culinary Arts faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially.

The minimum qualifications for hiring faculty as established June, 1991, by the Board of Governors, California Community Colleges are interpreted as follows:

Nutritional Science/Dietetics:

1. Master's in Nutrition, Dietetics, Home Economics with emphasis in Foods and Nutrition, or Dietetics and food administration or
2. Bachelor's in any of the above and Master's in related fields such as exercise physiology, public health or applied sciences or
3. The equivalent: Registered Dietitian or
4. The possession of a life General Secondary Credential or California Community College credential issued prior to July 1, 1990.

Family and Consumer Studies/Home Economics:

1. Master's in family and consumer studies, life management/home economics or
2. Bachelors in either of the above and Master's in child development, early childhood education, human development, fashion, clothing and textiles, housing/interior design or dietetics and food administration or
3. The equivalent or
4. The possession of a life General Secondary Credential or California Community College credential issued prior to July 1, 1990.

Culinary Arts/Food Technology: (foodservice, meat cutting, baking, waiter/waitressing, bartending)

1. Bachelor's degree with two years related vocational experience or
2. AA degree with six years related vocational experience or
3. The equivalent.

Dietetic Technician:

1. Registered Dietitian.

It is strongly recommended that these expanded minimum qualifications be incorporated into the next edition of the *Minimum Qualifications For Faculty and Administrators in California Community Colleges*.

Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations in order to remain current in their fields. These include:

- Attending local, state and national conventions in Home Economics or individual disciplines.
- Participating in continuing education courses or programs to maintain current knowledge or skill, or to learn new or related techniques or skills. Some organizations such as the American Dietetic Association and American Culinary Federation require completion of a minimal number of Continuing Education (C.E.) hours per year to retain registration or certification.
- Retraining, considering the benefits of shadowing within the industry.

Faculty industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current based on standards developed in AB 1725.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of the *Program Plan.*

Faculty membership and participation in related Nutrition, Food and Culinary Arts professional/trade organizations is encouraged. These include:

ACF - American Culinary Federation
ADA - American Dietetic Association
AHEA - American Home Economics Association
AVA - American Vocational Association
CAVE - California Association of Vocational Educators
CDA - California Dietetic Association
CA-HEA - California Home Economics Association
CNC - California Nutrition Council
CRA - California Restaurant Association
DMA - Dietary Managers Association
EFNRA - Educational Foundation of the NRA
HEIB - Home Economists in Business
IFSEA - International Foodservice Executive Association
IHSMA - International Hotel Sales and Marketing Association
NACE - National Association of Catering Executives
NRA - National Restaurant Association
NSFSA - National School Foodservice Association
SNE - Society of Nutrition Education

Known professional organizations which offer student chapters:

Organization	Qualifications for Student Membership
ACF	Chef apprentice in ACF approved program.
ADA/CDA	Current enrollment in a dietetic program approved or accredited by the American Dietetic Association.
AHEA/CA-HEA	Enrollment in a Home Economics program.
NACE	Full-time enrollment in hospitality/hotel management or catering program.
CRA	Enrollment in Nutrition and Food program

Advisory Committee

Advisory committees are very important to Nutrition, Food and Culinary Arts programs. Advisory committees involve community members, businesses and professionals in developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers.

Nutrition, Food and Culinary Arts advisory committees should draw members from a broad spectrum of professionals to include but not be limited to: professors of Nutrition and Food from four and two-year institutions, representatives from secondary schools, state and local placement services, industry, professional organizations, California Department of Health Services, California PIRG, administrators of health care organizations and community leaders. Advisory committee membership should also reflect the ethnic and cultural composition of the community.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions. Approval by accrediting organizations such as ADA and ACF is critical so that graduates are eligible for registration or certification.

Nutrition, Food and Culinary Arts faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Nutrition and Food instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

RESOURCES

Equipment and Facilities

Courses in the field of Nutrition and Food are taught in lecture and discussion modes, laboratory modes and work experience modes. Therefore, it is imperative that programs have adequate classroom and laboratory facilities with equipment comparable to that used within industry. Facilities, support services and equipment include:

- Lecture classrooms
- Laboratory classrooms equipped with home-size food preparation equipment
- Laboratory classrooms equipped with commercial, large quantity food production equipment
- Operational college cafeteria
- Computer lab
- Nutrition lab
- Library with print and video support
- Learning resource centers
- Food markets
- Food equipment supply establishments
- Foodservice establishments
- Equipment manuals, equipment specifications
- Microcomputers and peripherals
- Microcomputer software

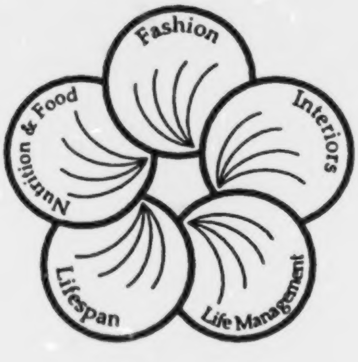
Faculty

Dedicated, enthusiastic and innovative full time faculty are the major resource in Nutrition and Food education. They must provide the education and guidance of students and direction of programs to meet the challenge of the fast-paced, changing world of Nutrition and Food.

The multicultural needs of California's diverse population must be considered in preparation and selection of instructors for these courses and programs.

Hiring faculty must follow the California Community College Chancellor's Office guidelines. Requirements of the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document are discussed on page 147.

Close working relationships between faculty and counselors, placement and other support staff enhance the services to Nutrition and Food students on campus.



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A Section of: *California Community College Home Economics Program Plan, 1992*

ARTICULATION
DESIGN FOR SUCCESSFUL TRANSITION

DEFINITION OF ARTICULATION

Articulation is that collaborative process through which the providers of education define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction, programs and services. The agencies involved in the process may include, but are not limited to, secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, business and industry and community-based organizations.

Articulation may occur among programs as well as between specific courses and services. Program articulation identifies the courses and the sequence of courses which enables students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution.

RATIONALE

Successful transition from level to level is vital to the realization of goals, transition, retention and future education of students in California.

Factors which support the need for articulation include:

- Growing number of students who complete secondary requirements and continue with advanced education at either community colleges or four-year colleges and universities.
- Growing number of students who enter the community college system prior to transferring to the four-year colleges and universities.
- Growing number of individuals who seek to reenter the educational system.
- Complexity of the system for students who transition from one segment to another.
- Increased demands on available financial resources at all levels.
- Legislative mandates for increased accountability at all levels of the educational system.
- Changing conditions in the national economy and specifically California's economics and societal conditions, which have resulted in greater emphasis and demand for occupational training.
- Mobility of individuals and families.
- New and emerging occupations resulting from increased technology.

A system which overcomes barriers and strategically garners the resources of collaboration is of benefit to everyone involved.

GOALS

In order to provide the most effective articulation process for students, the following goals should be established:

General Goal:

- Assist students in the achievement of their Home Economics educational goals by improving articulation between the secondary program, including ROC/P and adult education, community colleges, four-year colleges and universities, private colleges and universities and business and industry.

Specific Goals:

- Simplify the transfer process between educational levels, enabling students to make a transition in an organized and sequential manner without duplication from course to course, level to level and among and between segments.
- Place students in courses appropriate to their level of competency and their educational career goal.
- Encourage and assist students to pursue post secondary educational and/or advanced occupational training opportunities.
- Provide students with training which matches current and projected needs of the job market.
- Assess the progress of students through the systems to better evaluate the effectiveness of the articulation process.

RESPONSIBILITY FOR ARTICULATION

To accomplish the goals, articulation must be future oriented, organized, consistent and documented. The following actively support and facilitate articulation:

- The Intersegmental Coordinating Council serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve broad issues related to articulation. Contact: 501 "L" Street, Suite 101 Downtown Plaza, Sacramento, CA 95814. Telephone: (916) 324-8593.
- Representatives of the California Department of Education; the Chancellor's Office, California Community Colleges; California State University System; University of California System and Private Colleges and Universities meet formally and informally to work on issues relating to transfer or acceptance of courses. Funds for articulation model projects have been administered through these groups.
- The CA-HEA sponsors the Articulation Liaison Committee for Home Economics, includes it as a standing committee of the association and provides the committee operating budget. Members represent segments of education involved in 2+2+2 articulation (high school, ROC/P, adult school to community college to four-year college and university). The Liaison Committee reviews and recommends policy

related to Home Economics articulation issues and potential CAN courses, provides a forum for discussion of articulation concerns and serves as a vehicle for promotion. Terms of committee members are staggered to provide for continuity.

- The Carl D. Perkins VATEA authorizes and provides significant supplemental funding for programs to support the development and operation of four-year programs (high school/post secondary). "These programs are envisioned as combining non-traditional school-to-work technical education programs using state-of-the-art equipment and appropriate technologies. The Act also calls for the establishment of systematic technical articulation agreements between secondary schools and postsecondary educational institutions."

- Professional organizations which actively participate in the process include the American Home Economics Association, California Home Economics Association, American Vocational Association, California Association of Vocational Educators, Home Economics Teachers Association of California, California Community College Early Childhood Educators Association, National Association for Education of Young Children, American Society of Interior Designers and the Industry Education Council of California. These organizations represent many thousands of professionals in home economics related areas.

- There is an ongoing relationship between education and business, industry and professional organizations through advisory committees which meet to review curricular programs and course materials.

CALIFORNIA ARTICULATION NUMBER (CAN) SYSTEM

The CAN system was developed to identify commonalities of concepts and competencies in basic subject matter courses to enhance articulation efforts statewide.

- A basic premise of CAN is that courses are accepted "in lieu of " each other, not necessarily, as "equivalent" or "identical" in content.

- Use of CAN denotes faculty-approved articulation, that the criteria to qualify each course have been met and the college has affirmed its commitment to articulation and CAN.

- The CAN system is not a common numbering system. Each campus retains and uses its own course number, prefix and title.

- Any two or four-year accredited institution of higher education in the state of California may qualify a course to participate in the intersegmental system.

- Home Economics courses currently in CAN are:

CAN H EC	2	Nutrition
CAN H EC	4	Principles of Design
CAN H EC	6	Textiles
CAN H EC	8	Principles of Foods
CAN H EC	10	Principles of Clothing Construction
CAN H EC	12	Family Relationships
CAN H EC	14	Child Development
CAN H EC	16	Life Management
CAN H EC	18	Interior Design Fundamentals
CAN H EC	20	Fashion Selection
CAN H EC	22	Fashion Industry and Marketing

- The *CAN Guide, Candid Notes* and the *CAN Catalog of Courses* provide comprehensive information and instructions on the System.

- For additional copies of the *CAN Guide*, *CAN Catalog of Courses*, to be placed on the mailing list for *Candid Notes*, or assistance, contact: California Articulation Number System Office, 650 University Avenue, Suite 102D, Sacramento, CA 95825 (916) 929-2629.

PROCESS OF ARTICULATION

High Schools To Community College

The CDE Educational Paths for Home Economics and the relationship to the five community college program areas is included on page 159.

- Develop competency based instruction which qualifies students for credit or higher placement as a result of high school instruction.

- Explore ways to develop student recruitment and program promotion materials and to sponsor activities appropriate for the secondary level students.

- Conduct regular articulation meetings on a local and regional basis for secondary, community college and four-year college and university programs.

- Participate on advisory committees.

Regional Occupation Centers and Programs (ROC/P) To Community Colleges

- Develop competency based instruction which qualifies students for credit, or higher placement into community college programs/courses as a result of the ROC/P instruction (See Chart, page 159).

- Explore ways to develop better student recruitment.

- Establish regular meetings with the faculty of both levels to improve interchange of focus, ideas and discussion of mutual concerns.

- Form joint advisory committees for related occupational programs.

- Share resources, instructors and facilities when feasible.

VATEA Tech-Prep Programs

- Develop liaisons to establish Tech-Prep Programs in the five program areas of Home Economics in California community colleges.
- Identify Tech-Prep Programs funded by Carl D. Perkins VATEA. Cooperate as requested.
- Replicate appropriate models, e.g. Delta/Sierra Tech-Prep Consortium.
- Utilize the Delta/Sierra Tech-Prep Consortium staff to advise on the development of local Tech-Prep consortia.

Community College to Community College

Through the guidelines of the *California Community College Home Economics Program Plan*, standards are suggested for programs and core courses. These facilitate ease of transfer from one college to another.

- Standardize course offerings and numbers to expedite student transfer through adoption of the CAN system.
- Utilize professional standards and matrices of specific content areas when available.
- Use the career ladders for all areas of home economics developed in the *Program Plan*.
- Project future needs of students in order to prepare curriculum to meet these needs.
- Promote the implementation of the *California Plan for Career-Vocational Education*, spelling out the scope for instruction at each level.

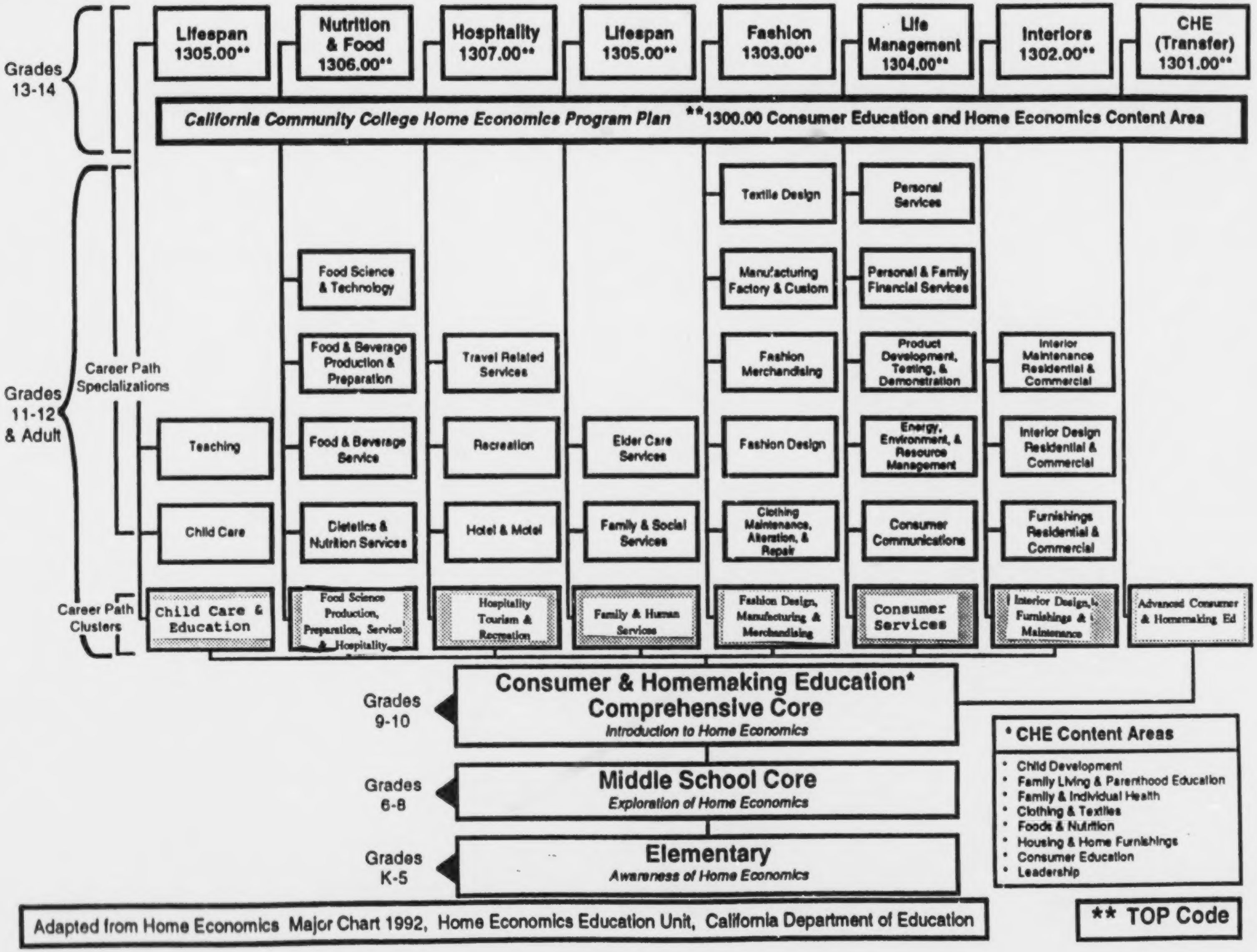
Community College To Bachelor Degree Granting Institutions

- Use the forum of the CA-HEA sponsored Articulation Liaison Committee for Home Economics to conduct regular meetings to address articulation issues.
- Participate in regional and statewide meetings which include the representatives of community college, CSU, UC and postsecondary and private college systems.
- Communicate, market or promote articulation information with students.
- Utilize the CAN system.
- Work cooperatively to develop a program-to-program articulation agreement.

Community College to Community Agencies

An area of competing courses and programs not to be overlooked is community service organizations. These agencies may be broad or narrow in scope, private or publicly funded. Some examples of community agencies which provide educational opportunities in Home Economics related areas are University of California Cooperative Extension, Extended Nutrition Education Programs; Junior League and other local agencies which address a segment of the population.

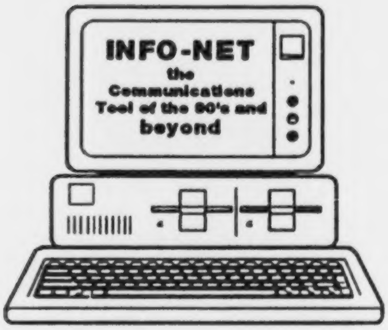
- Exchange faculty to broaden understanding and expose students to a variety of viewpoints.
- Include representatives from agencies on statewide and local California community college advisory committees when appropriate and relevant.
- Establish networks through participation in professional and community organizations.
- Encourage appropriate minimum qualifications for faculty.


Grades 13-14
Lifespan 1305.00**
Nutrition & Food 1306.00**
Hospitality 1307.00**
Lifespan 1305.00**
Fashion 1303.00**
Life Management 1304.00**
Interiors 1302.00**
CHE (Transfer) 1301.00**
California Community College Home Economics Program Plan
**1300.00 Consumer Education and Home Economics Content Area
Grades 11-12 & Adult
Career Path Specializations
Textile Design
Personal Services
Food Science & Technology
Manufacturing Factory & Custom
Personal & Family Financial Services
Food & Beverage Production & Preparation
Travel Related Services
Fashion Merchandising
Product Development, Testing, & Demonstration
Interior Maintenance Residential & Commercial
Teaching
Food & Beverage Service
Recreation
Elder Care Services
Fashion Design
Energy, Environment, & Resource Management
Interior Design Residential & Commercial
Child Care
Dietetics & Nutrition Services
Hotel & Motel
Family & Social Services
Clothing Maintenance, Alteration, & Repair
Consumer Communications
Furnishings Residential & Commercial
Career Path Clusters
Child Care & Education
Food Science Production, Preparation, Service & Hospitality
Hospitality Tourism & Recreation
Family & Human Services
Fashion Design, Manufacturing & Merchandising
Consumer Services
Interior Design, Furnishings & Maintenance
Advanced Consumer & Homemaking Ed
Grades 9-10
Consumer & Homemaking Education*
Comprehensive Core
Introduction to Home Economics
Grades 6-8
Middle School Core
Exploration of Home Economics
Grades K-5
Elementary
Awareness of Home Economics
* CHE Content Areas
• Child Development
• Family Living & Parenthood Education
• Family & Individual Health
• Clothing & Textiles
• Foods & Nutrition
• Housing & Home Furnishings
• Consumer Education
• Leadership
** TOP Code

Adapted from Home Economics Major Chart 1992, Home Economics Education Unit, California Department of Education

***Articulation:** A planned process linking two or more educational systems together to help students make a smooth transition and be prepared to move from one level to another. In the instructional context, sequential learning experiences are organized so as to ensure that students pursuing formal education for a particular career field are able to move from one level of education and employment to the next higher level of a career ladder with a minimum amount of duplication or overlap in learning, loss of time in school, and disruption in employment. Articulation also involves administrative and support services to help assure a smooth transition between levels.*

Source: *California Plan for Career-Vocational Education*


INFO-NET
the Communications Tool of the 90's and beyond

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INFO-NET TELECOMMUNICATIONS NETWORK

DEFINITION OF INFO-NET

Info-Net is a simple telecommunications system (computer "bulletin board") that allows electronic communication with colleagues and associates at any California community college, the COCCC and with other registered agencies/organizations.

Info-Net, established in 1986, is hosted by Modesto Junior College. It is recognized statewide as *the* simple and inexpensive way to link California community college faculty, administration, students and organizations including the COCCC. It is a free multi-user system accessible through any personal computer and modem. Since Info-Net allows rapid exchange and dissemination of information, it greatly improves the ability to communicate. Info-Net is on-line 24 hours per day, 7 days a week, 365 days a year.

RATIONALE

The Home Economics Professional Development Committee identified the establishment of a telecommunications network as a high priority with its statement: "With constant societal changes affecting families, Consumer and Home Economics Education professionals in community colleges have a need for a fast, effective, dependable, easy-to-understand-and-use method of communication." Ours is an "information society" and consumer education and home economics educators need to communicate at all levels, from secondary education through to the college and university. California is a large, complex state; thus the creation of a telecommunications network is key to keeping these educators up-to-date.

The telecommunications network can provide current information in areas needed by the profession to include:

- COCCC communications priorities and issues
- Innovative curriculum
- Meeting workshop dates and schedules
- Committee meeting minutes
- Current legislation
- New technology
- Textbook evaluations
- Innovative local and state programs

GOAL AND OBJECTIVES

The goal of Info-Net is to provide a convenient, low cost, responsive statewide communication system for California community college Home Economics and related professionals and agencies/organizations. The goal is supported through the following priority objectives:

- Provide an accessible communications network between the COCCC and the Center for Consumer Education and Home Economics with 107 California community colleges/71 districts and especially the 90 colleges offering programs in Home Economics or related subject area specializations.

- Facilitate the program of work and intra/inter committee communication for leading Home Economics advisory groups including: C/HE State Advisory Committee, HEPDC, CCCECE Board, Home Economics special projects and CHE MiniGrant project directors.
- Train new users to implement the Info-Net System; service and advise continuing users on improved systems access, technical difficulties and utilization.

The Consumer/Home Economics Info-Net Telecommunications Network is supported through VATEA Special Projects funds and sponsored by the Chancellor's Office, California Community Colleges.

FEATURES OF INFO-NET

Data lines
Multiple telephone line access
Toll-free number (restricted)
Multiple internal (MJC) hardwired lines

Electronic message services
Electronic mail (eliminates "telephone tag")
Public message and discussion areas
Group/organizational discussion areas

Mail and message features/capabilities
Type in real-time
Full screen message editor
Pre-compose and upload
Send carbon copies to other Info-Net users
Distributes lists for groups and organizations
Request return receipts on messages
Files and documents can be attached to messages

On-line news and information services
Information concerning California Community Colleges
Info-Net Innovations Network
News from various other groups and services

Opinion poll and survey capabilities
True/False
Multiple choice
Fill-in-the-blank
xBase compatible

On-line real-time conferencing

Data collection and retrieval
Information from individuals and organizations
Option module compatible with xBase
Interactive data entry and retrieval

California Community College job listings
Chancellor's Office Faculty & Staff Diversity Registry
Info-Net member posting service

Educational programs
2+2+2 articulation programs
Telecommunications courses
On-line testing capabilities
Communications between educators

Areas for groups and organizations
Private and public messages
Information storage and retrieval
Survey capabilities
Database capabilities
Document and program exchange
Educational and instructional capabilities
Information availability
Member-definable menu systems
Public and private menu access
Private access telephone lines (toll and 800#)

Training and support services
Printed Info-Net user's guide
Instructional video tape
On-line support
Telephone support
Speakers for meetings, workshops and conventions
Drive-in workshops
Contract custom training for organizations
Training sessions for organizational leaders

Mass storage
Magnetic fixed disk storage
Optical (laser) storage

Daily tape backup for data protection

High speed data communications
300, 1200, 2400, 9600 and 19,200 baud
On-line 24 hours day/7days week/year around

THE PROCESS

All first-time users of Info-Net must complete the on-line registration process before gaining full access privileges. Registration is necessary for security and is a fact of life on large systems. Fake names or "handles" are not allowed on Info-Net.

First-time Info-Net users have limited read-only access and thus are unable to see or use the majority of the system. Once the user has completed the registration questionnaire and is verified, he/she will have read-and-write access to Info-Net, allowing use of the full potential of the system.

THE PROCESS, continued

To register, a user should attend a training session, though on-line registration is possible from any location. The information given is kept confidential; it is used only for verification purposes. Those who do not register at a training session must allow two to four working days for verification. Once verified, the new user will be given read and write access and will have on-line time increased to 60 minutes per day. The systems may be accessed as often as desired.

Info-Net is a *free* system. There is no charge for use by individuals other than costs of a phone call to the computer in Modesto. The main data communications telephone number is *(209) 577-3081.* This number automatically "rolls over" into other lines, allowing numerous users to access Info-Net simultaneously.

WHAT DO YOU NEED TO USE INFO-NET?

Computer

Info-Net can be *accessed by almost any type of personal computer with a serial (communications) port.* IBM-PC/XT/AT, IBM compatibles, Apple II, MacIntosh, Commodore 64, Zenith, Atari TRS-80 and Timex/Sinclair, Eagle, Osborn.

Modem

A modem is a device that connects the computer to a telephone line. It converts computer data to audio tones and sends them to the modem of the remote computer. Upon receiving tones from another computer, it converts them back to computer data. The modem allows computers to communicate with each other via telephone lines.

Telephone Line

Connect the modem into the serial port on the computer. Next, plug the telephone line into the modem. Be sure that the telephone line used does not have the "call waiting," "call forwarding," "camp on" features, as these may disrupt data communications. If the line will be used to do a great deal of telecommunication, it may be more advantageous to use a "dedicated" telephone line.

Communications Software Package

A communications software package enables the computer to call the Info-Net computer. It prints characters on the screen as they come from Info-Net and sends back the characters typed by the user. Good communications software will do several tasks for the user, including automatic dialing and log on, allowing the user to transmit and receive files using any of several file transfer protocols, "dumping" information to the printer or a disk and creating macros. There are several good packages available.

ProComm communications software instruction manual and registration are available through Info-Net, as is limited support in the use of ProComm software.

Guidelines for using other communication software packages are not available from Info-Net manuals or support staff. Check the instructions included with the software for specific information on how to access systems like Info-Net.

APPENDIX A
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Home Economics Professional Development Committee

The Home Economics Professional Development Committee was responsible for guiding the implementation and evaluation of the CHE Inservice/Curriculum Development Project and the Center for Consumer Education and Home Economics which sponsored the revisions and expansion of the California Community College Home Economics Program Plan. Committee members assumed leadership for each step of the process. The quality of the revised Program Plan is a positive indication of their commitment.

Diane Bower
Interiors
Monterey Peninsula College

Richard A. Chard
Occupational Deans
Orange Coast College

Marjorie Chitwood
Committee Chairperson
Project Director
Mt. San Antonio College

Betty Clamp
Nutrition and Food
Ohlone College

Nina Dilbeck
CSU Representative
California State University, Frenso

Barbara Gershman
Nutrition and Food
Saddleback College

Barbara Macci
Lifespan
Imperial Valley College

Lucille Milani
Fashion
Merced College

Peggy Sprout Olivier
Project Monitor
Chancellor's Office,
California Community Colleges

Paula René
Part-Time Instructor
Mt. San Antonio College

Vincent Wong
Fashion
Diablo Valley College

Emilie Duggan-Zouhar
Life Management
Grossmont College

Ex-Officio:

Monica Anderson
Project Fiscal Administrator
Mt. San Antonio College

Shirley McGillicuddy
Shirley McGillicuddy & Associates
Director, Center for Consumer Education
& Home Economics
COMPENDIUM Editor

Consumer/Home Economics State Advisory Committee

The C/HE State Advisory Committee recommended community college Home Economics priorities to the Chancellor's Office, California Community Colleges which led to revisions and expansion of the Program Plan. Committee members supported and became valuable participants in the process.

Education Representatives

Eloise Cantrell
Life Management
Los Angeles Mission College

Marjorie Chitwood
Interiors
Mt. San Antonio College
(Liaison with HEPDC)

Karen Conrad
Fashion
Rancho Santiago College

Janice DeBenedetti
Secondary
California Department of Education

Rick Ida
Lifespan
Diablo Valley College

Gert Larson Tipton
Occupational Deans
Cosumnes River College

Ruby Trow
CSU Representative
California State Polytechnic University, Pomona

Carol Thomas
Nutrition and Food
San Joaquin Delta College

Industry Representatives

Nancy Dolton
Life Management
Quail Run Elder Care

Reva Johnson, Chairperson
Fashion
House of Fabrics

Nelson Puma-Velasco
Nutrition and Food
Los Angeles Airport Marriott

Judith Rand
Interiors
Judith Rand Interiors

Rachel Samoff
Lifespan
The Children's Preschool Center
Serving Syntex Families

Ex-Officio

Sandy Bucknell
Committee Coordinator
Modesto Junior College

Peggy Sprout Olivier
Project Monitor
Chancellor's Office,
California Community Colleges

Center for Consumer Education
and Home Economics
Marjorie Chitwood, Project Director
Shirley McGillicuddy, Center Director

Program Plan Revision Task Force

Project Director Margie Chitwood
Mt. San Antonio College

Project Monitor Peggy Sprout Olivier
Chancellor's Office, CCC

Interdisciplinary Resource
Richard Chard, Vocational Deans
Orange Coast College
Bob Farris, Business
Mt. San Antonio College
Sheila Feichtner, Special Populations
FMW Associates
Helen Orth, Cultural Diversity
Mt. San Antonio College
Tony Valdez, Small Business
Development Center
Mt. San Antonio College
Wanda Fulbright Dennis
General Education/Basic Skills
Mt. San Antonio College

Mission/Articulation/Info-Net
Facilitator: Sandy Bucknell
Modesto Junior College
Lucy Berger, Chancellor's Office, CCC
Cheryl Bockhold, CDE
Nina Dilbeck, CSU, Fresno
Janice DeBenedetti, CDE*
Sharon Smith, Project Consultant
Ruby Trow, California State Polytechnic
University, Pomona

Fashion
Facilitator: Lucille Milani
Merced College
Colleen Carr, Ohlone College
Karen Conrad, Rancho Santiago College
Reva Johnson, House of Fabrics
Carol Stone, Fresno City College
Vincent Wong, Diablo Valley College

Interiors
Facilitator: Diane Bower
Monterey Peninsula College
Susan Coleman, Orange Coast College
Penny Marino, Chaffey College
Laurine Meyer, American River College
Judith Rand, Judith Rand Interiors
Karen Titus, Fullerton College

Life Management
Facilitator: Marilyn Ambrose
CSU Chico
Nancy Dolton, Quail Run Elder Care
Joann Driggers, Mt. San Antonio College
Emile Duggan-Zouhar
Grossmont College*
Mary Hubbard, Grossmont College
Lynne Miller, Long Beach City College*
Paula René, Mt. San Antonio College
Kay Sims, Yuba College

Lifespan
Facilitator: Roselene Kelley
Sierra College
Lucy Berger, Chancellor's Office, CCC
Katie Gerecke, Mt. San Antonio College
Rick Ida, Diablo Valley College*
Mary Norman, East Los Angeles College
Cathie Robertson, Grossmont College
Joan Waller, College of the Canyons

Nutrition/Foods
Facilitator: Barbara Gershman
Saddleback College
William Cheeseman, San Diego CCD
Betty Clamp, Ohlone College
Nelson Puma-Velasco
Los Angeles Airport Marriott
Joann Sterba, Chaffey College
Carol Thomas, San Joaquin Delta College

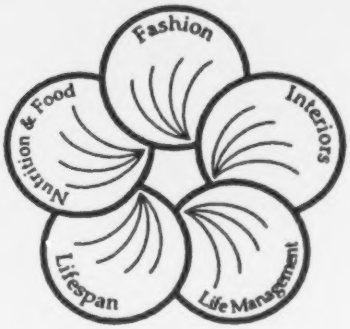
Project Staff
John Johnson
Shirley McGillicuddy
Shirley McGillicuddy & Associates
Kerri Visser, Info-Net

* Reviewed draft. Could not attend Task Force Retreat

Project Staff

Mt. San Antonio College
Marjorie Chitwood, Project Director
Marcia Bennett
Monica Anderson

Shirley McGillicuddy & Associates
and
Center for Consumer Education
and Home Economics
Laura Forney
Mary Forney
John Johnson
Shirley McGillicuddy
Sharon Smith
Kerri Visser, Info-Net


Fashion
Interiors
Life Management
Lifespan
Nutrition & Food

GLOSSARY

A definition and/or description of terms and acronyms used in the California Community College Home Economics Program Plan

GLOSSARY

accountability A careful plan developed by the staff to establish criteria of successful teaching and planning; account for the utilization of resources to achieve prescribed goals.

accreditation The process by which the institution and program of preparation have been evaluated by an agency established for that purpose by the profession and have been certified as meeting its standards of competence and accountability.

adult education Instruction designed to develop skills, understanding and attitudes, encompassing knowledge and information needed by adults or out-of-school youth over 16 years old; a process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes.

advisory committee A committee selected to facilitate functional relationships between schools and employers, labor unions and other agencies as well as establish appropriate academic and occupational program standards.

apprenticeship training program Program registered with the U.S. Department of Labor (U.S.D.L.) or the state apprenticeship agency which is conducted or sponsored by an employer, or a joint apprenticeship committee representing both employers and a union, and which contains conditions for the qualification, recruitment, selection, employment and training of apprentices.

articulation Collaborative process through which the deliverers of vocational/occupational Home Economics Education in California define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction; may include but not be limited to secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, business and industry and community-based organizations.

AA/AS Degree Associate in Arts Degree, Associate in Science Degree. Organized plan and list of courses for the sole purpose of synthesizing all classes for the two-year lower division degree.

ADA Average daily attendance.

BA/BS Degree Bachelor in Arts Degree, Bachelor in Science Degree.

boomerang children Grown children living at home with their parents.

California Plan for Career-Vocational Education Part I identifies priorities for vocational education K through postsecondary. Part II delineates strategies to be addressed by all partners in vocational education.

California State Plan for VATEA Funds The California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1991-1994 provides a framework upon which to build the kinds of educational programs and services that meet the needs of an increasingly diverse population and those of a dynamic and rapidly changing economy. The plan focuses on the needs and priorities of its citizens in addition to meeting the compliance criteria outlined in the regulations.

career education Instruction that is designed to prepare students for entry into and advancement in the work force and includes vocational education, career awareness programs and programs wherein students gain on-the-job experience.

career ladder and lattice A number of jobs, positions and occupations through which individuals progress professionally; a visual means of identifying vertical and horizontal career opportunities.

CCEHE Center for Consumer Education and Home Economics, Mt. San Antonio College, 1100 North Grand Avenue, Walnut, CA 91789, (800) 697-6722. Provides a link between the COCCC and local colleges and support services and technical assistance especially in relation to VATEA III, B funded Mini-Grants. Funded through Carl D. Perkins VATEA.

certificate program A specific program with varying unit value identified for the special purpose of employment or early closure of academic work; sometimes the core of an AA/AS Degree.

CHE Certified Home Economist. A process of remaining current in the professional field through continuing education or professional development units. Validated by AHEA.

class One part of a course of instruction.

CIP Classification of Instructional Programs. CIP is the second revision of the Department of Education's standard educational program classification system. This version supersedes all previous editions of the CIP, and will be used by the Department of Education as its taxonomics standard for federal surveys and state reporting of institutional data, including program offerings, program financial data, staffing data, enrollments and completions. The 1990 CIP is also the accepted guide for data reported to the federal government by individual institutions and other educational providers. Implementation began with the 1991-92 academic year.

CBO Community-based organization.

community services Activities and programs conducted for individuals, institutions and the community as a whole for the maintenance and improvement of learning social experiences.

COMPENDIUM The California community college Consumer/Home Economics statewide newsletter.

consumer User of resources of the community; buyer of goods and services.

Consumer and Home Economics At the community colleges, the Consumer and Home Economics programs are designed to meet the needs of those who desire to work in a wide variety of human service areas. These programs focus on the relations between the physical, social, emotional and intellectual development of individuals in a variety of settings. Programs in this area include: Interior Design, Architectural Studies, Clothing and Textiles (including Fashion Merchandising), Child Development, Family Relations, Gerontology, Foods and Nutrition and Institutional Management.

continuing education The term applied to a form of postsecondary schooling, usually part-time, taken by individuals who wish or are required to have additional formal study; in Home Economics, students learn the skills for the occupation of homemaking as well as for the job market.

contract education A mechanism for bringing the expertise of community colleges to businesses, agencies and other organizations. Drawing on diverse vocational and academic divisions, customized education and training is developed. Courses, seminars or workshops are offered economically to employees or members at a time and location convenient to them resulting in improved knowledge, performance and morale.

cooperative work experience education The combination of college study with on-the-job experience organized and coordinated by a community college to provide learning opportunities for students in business, industry and government. It is designed to develop skills and knowledge and to improve self-understanding by integrating classroom study with planned, supervised work experience.

core classes The required courses of a specific program.

core components Integral parts of courses to delineate the scope and sequence of instruction.

credential Part of a licensing process authorizing a person to engage in specified service. Value given to an academic course.

credits May be semester or quarter, based on the individual college schedules.

curriculum A defined course of instruction offered in an area of specialization.

disadvantaged Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

displaced homemaker An individual who 1) is an adult; and 2) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or 3) is a criminal offender.

economically disadvantaged family or individual Such family or individual determined to be low income according to the latest available data from the Department of Commerce.

Ed>Net The Economic Development Network of the California Community Colleges is a statewide network established to focus on the training needs of California's workforce.

ERIC Educational Resources Information Center. An educational information system. The address for the ERIC Clearinghouse for Junior Colleges is: UCLA, 8118 Math-Science Building, 405 Hilgard Avenue, Los Angeles, CA 90024-1564.

entry-level jobs Employment at the primary level, where workers are under direct supervision while gaining experience in a job or trade.

FII Fund for Instructional Improvement (AB-1173).

full-time student Generally accepted to be a student enrolled in 12 units or more per semester or 15 units or more per quarter.

general education A specific core of courses which covers those phases of learning which are the common experience of men and women; education gained through dealing with the personal and social problems with which all individuals are confronted.

GAIN Greater Avenues for Independence.

home economics A discipline that draws from the biological, physical and social sciences, and the humanities; content needed to help people solve problems related to food, clothing, shelter, and relationships and that deals with the development of understanding, skills and attitudes essential to the improvement of individuals, families and community groups; enables families to function in their own strength.

individual with handicaps An individual with any disability (as defined in section 3(2) of the Americans with Disabilities Act of 1990).

inservice Teacher education workshops, generally done within the institution; can be directed toward a specific group, a specific skill or discipline.

interdisciplinary Involves two or more academic, scientific or artistic disciplines.

interior designer One who is qualified by education and experience to identify, research and creatively solve problems relative to the function and quality of an individual's environment.

ICC Intersegmental Coordinating Council, serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve issues related to articulation.

JTPA Job Training Partnership Act.

JAPC Joint Advisory Policy Council on Vocational Education provides articulation and coordination of vocational education by advising the State Board and the Board of Governors on policies, procedures, fund allocations, staff responsibilities, planning and program development.

LMI/SFS Labor Market Information/Statewide Follow-up Study. A community college project designed to: 1) assess and establish a comprehensive, consistent, common and continuing source of LMI; 2) collect and display LMI data based on a match of occupations or jobs to the instructional programs of the community colleges; and 3) develop and implement a student and employer follow-up system which collects classroom student and employer information.

license A certificate which is issued by a competent authority certifying that the applicant has completed certain specified requirements.

lifelong learning The acquisition and expansion of new skills and concepts, in view of development which may be considered as a continual and orderly sequence of conditions that creates actions, new motives for actions, and eventual patterns of behavior.

MA/MS Degree Master in Arts degree, Master in Science degree.

mini-grant Competitive bid process for distributing VATEA, Title III, B CHE funds to local college programs. Awards range from a minimum of $5,000 to a maximum of $20,000. Mini-Grant applications must address project specifications. Projects selected for funding are based on recommendations of Review Panels composed of Consumer/Home Economics peers.

multicultural A combination of several cultures.

multilingual Containing, expressed in, or able to use several languages.

paraprofessional interior design technician One who is qualified by education or experience to assist an interior designer in illustration, installation, specification, estimating or merchandising; competency may include aspects of drafting, delineation of material or component selection, specification work, office administration or management; the academic training of the paraprofessional interior design technician is typically a two-year program.

part-time student A student enrolled for one to 11 units per semester or one to 14 units per quarter.

Carl D. Perkins Vocational and Applied Technology Education Act, 1990 Federal legislation designed to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society. These federal funds may only be used for program improvement with the full participation of special populations. Funds are to be directed toward improvement of programs at sites serving the highest concentrations of students with special needs or of programs serving the largest number of students with special needs. To meet the requirements of the federal act, each funded program must: "Be of sufficient size and quality to be effective; Integrate vocational and academic competencies; and Provide equitable participation for special populations." And in addition, include strong experience, and understanding of all aspects of the industry the students are preparing to enter.

pluralistic society Social pluralism emphasizes the multiplicity and variety of groups constituting society; coexistence of subgroups having different culture patterns within one social-economic-political group; emphasizes the value of a culture which is the product of the varied immigrant groups and peoples of that society.

postsecondary education Formal college instruction offered at the undergraduate and graduate levels.

PDU Professional development units earned for certification through the AHEA.

program A sequence of courses leading to a defined objective such as a degree, certificate, diploma, license or transfer to another institution of higher education.

provider number A number allocated by a professional organization for continuing education programs.

public policy Use of knowledge in the rational development of public activity.

provider number A number allocated by a professional organization for continuing education programs.

public policy Use of knowledge in the rational development of public activity.

quality indicator Standard, criteria or guideline to indicate quality in programs, courses and classes.

recommended course options Classes which may be used in addition to required core to complete units within a discipline for a degree or certificate.

ROC Regional Occupational Center.

ROP Regional Occupational Program.

RD Registered Dietitian.

RFA Request for Application.

RFP Request for Proposal.

R & R Resource & Referral, a reference service of child care providers.

SAM Student Accountability Model, a California community college system for coding vocational courses as a basis for reporting vocational enrollments.

sandwich generation Middle-aged generation caught between competing demands of aging parents and their own children.

sex (gender) equity The equal treatment of men and women; freedom from discrimination, bias, or stereotyping based on gender; efforts made to overcome sex bias, sex discrimination and sex role stereotyping for men and women and to help individuals succeed in careers nontraditional for their gender.

single parent An individual who 1) is unmarried or legally separated from a spouse; and 2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.

skip generation Non-traditional family in which children are raised by grandparents.

special populations Individuals with handicaps, educationally, and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

standards An established measure, criteria, guideline or quality indicator.

SCOVE State Council on Vocational Education, appointed by the Governor. Advises the Governor, State Board, and public on the State Plan for Vocational Education priorities, distribution of funds and other related information.

Taxonomy of Programs (TOP) A classification of disciplines, subdisciplines and programs by which districts and colleges identify programs; used for all reports required by the Chancellor's Office, CCC; a common identification and definition for instructional programs.

Directory of
Professional and Trade Organizations
1992

PARTNERSHIPS: TEAMING UP TO SUCCEED

A description of professional and trade organizations related to Home Economics and specialized programs…
Designed to serve as an instructional and professional development resource.

This report is made pursuant to contracts numbered 90-0412 and 91-0095. This project is supported by a Carl D. Perkins Vocational Education Act, P.L. 98-524 grant, Title III, Part B funds and Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

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"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this (program or project)."

PARTNERSHIPS

INTRODUCTION

In today's fast-moving, technologically changing world, community college consumer education and home economics professionals must continuously revise instruction so that students can compete in the world of work. To do this, faculty need:

- State of the art information about the industry for which students are prepared;
- Professional development activities to up-date skills and outlook;
- Opportunities for students to participate in the profession, including scholarships, internships and related work experience.

Professional and Trade organizations can help educators remain on the cutting edge of their discipline. This directory lists over 50 local, state and national organizations in various fields related to home economics.

To be listed, the organization's purpose, mission and program of work must be similar to that of one or all home economics program areas. The groups provide classroom materials, speakers, tours, research reports and/or informational publications. They may also provide student scholarships, opportunities for internships or work experience and professional development seminars, meetings and conferences. Membership may be open to faculty and students.

Each chapter of the *Program Plan* lists professional and trade organizations related to that particular program area. These groups can easily be located in the alphabetical listing of the directory.

This directory lists only a sampling of the groups with information and services that can assist community college consumer education and home economics professionals. Colleges are encouraged to tap this rich resource and expand it by adding to it.

Listing in the Directory of Professional and Trade Organizations are based on responses to a request for an organizational profile and contact information mailed in June, 1992 to a wide variety of home economics and related program area relevant groups both statewide and national.

Local community colleges are encouraged to submit information on additional professional and trade organizations for distribution in COMPENDIUM and inclusion in future directory revisions.

Directory of Professional and Trade Organizations, 1992

American Association of Housing Educators (AAHE)
Family Economics/Justin Hall, KSU, Manhattan, KS 66506
Joyce Gregg, Executive Secretary.
Professional organization open to faculty in the area of housing. Dedicated to research, dissemination of findings and development of its members. Student involvement encouraged.

American Association for Marriage/Family Therapy (AAMFT)................ (202) 452-0109
1100 17th St. NW, 10th Floor, Washington, DC 20006
California Chapter: 2605 Camino del Rio South, Suite 200, San Diego, CA 92108
Non-profit, educational and scientific association whose members are marriage and family therapists. The Association promotes research, professional standards, improved education, support services and information.

American Association of Retired Persons (AARP).. (310) 496-2277
3200 E Carson, Long Beach, CA 90808
A non-profit social welfare, philanthropic, educational and scientific organization dedicated to helping older adults 55 and older to achieve independence, dignity and purpose. Scholarships, and discounts on travel, insurance, prescriptions. *Modern Maturity Magazine.*

American Council on Consumer Interest (ACCI)... (314) 882-3817
240 Stanley Hall, UMC, Columbia, MO 65211
Anita Metzen, Executive Director
Professional organization seeking to promote the interests of consumers in the American economy by providing information to the consumer, producer and government on utilization of economic resources available to them. Promotes better consumer education and research on consumer issues and consumer related public policies. Members benefit from conferences and publications including *Journal of Consumer Affairs* and *ACCI Newsletter*. Student memberships.

American Culinary Federation (ACF)
P. O. Box 3466, St. Augustine, FL 32084

American Dietetic Association (ADA).. (312) 899-4807
216 W Jackson Blvd., Suite 800, Chicago, IL, 60606-6995
Beverly Bajus, Chief Operating Officer
Largest group of food and nutrition professionals in the world. Serves the public by promoting optimal nutrition, health and well-being. Membership includes registered dietitians, dietetic technicians registered (DTRs) and students. Sponsors legislative projects, publications and professional continuing education programs. Provides consumers with objective, credible nutrition information through toll-free hotline, National Nutrition Month and Nutrition Infocenter. Supports state licensure of dietetics practitioners, offers certification examination and awards credentials.

American Home Economics Association (AHEA) .... (800) 424-8080, (703) 706-4600
1555 King Street, Alexandria, VA 22314
The only national scientific and educational organization whose membership includes professionals in all areas of home economics. Membership includes state affiliation, *Journal of Home Economics, AHEA Action.* Activities include annual meeting, public policy advocacy, scholarships and grants, a network of mentors and advisors. Publications in all areas of home economics. Student membership.

American Institute of Architects (AIA) .... **(202) 626-7300**
1735 New York Ave NW, Washington, DC 20006

American Institute of Landscape Architects (AILA)
1733 Connecticut Avenue, N.W., Washington, DC 20009.

American School Food Service Association (ASFSA) .... **(800) 877-8822**
(703) 739-3900
1600 Duke St., 7th Floor, Alexandria, VA 22314-3436

American Society on Aging (ASA) .... **(415) 882-2910**
833 Market Street, Suite 516, San Francisco, CA 94103
Formerly Western Gerontological Society
An organization dedicated to understanding and responding to the challenges and opportunities for older people.

American Society of Interior Designers (ASID) .... **(202) 546-3480**
608 Massachusetts Ave., NE, Washington, DC 20002
Robert Angle, Executive Director
Aims are to: serve members, protect and inform the public, advance the profession, strengthen interaction with industry and allied professions and promote design excellence. Over 33,000 members including design practitioners, industry leaders and students. Offers certified professional development courses, awards scholarships and fellowships. Presents prestigious awards. Supports state level licensing efforts. Large national conference. *ASID Report* is bimonthly magazine.

American Society of Landscape Architects (ASLA) .... **(202) 686-2752**
4401 CF Ave. NW, Washington, DC 20009

American Vocational Association (AVA) .... **(703) 683-3111**
1410 King Street, Alexandria, VA 22314 .... **FAX: (703) 683-7424**
Charles H. Buzzell, Executive Director
National organization of 40,000 members serving vocational educators and institutions. Strong lobbying effort. Awards to outstanding members. *Vocational Education Journal* issued 8 times each year.

Architectural Woodwork Institute (AWI)
2310 South Walter Reed Dr., Arlington, VA 22206-1199

Association of College Professors of Textiles and Clothing (ACPTC)
P. O. Box 1360, Monument, CO 80132
See Also International Textile & Apparel Association, Inc. (ITAA)

Association of Image Consultants International (AICI) .... **(800) 383-8831**
509 Madison Ave., Suite 1400, New York, NY 10022
Connie Chaffey, Administrative Assistant
Worldwide, non-profit association of men and women from image, fashion and related industries. Members help individual clients and corporations attain optimum appearance and image, retailers and manufacturers develop and sell better merchandise and educators establish accredited image related programs. Members receive quarterly newsletter; directory; discounts on advertising and meetings; referrals and benefits of public relations efforts.

California Advocates for Residential Care, Inc. (CARC) .... (800) 222-3136
4974 N. Fresno, Suite 209, Fresno CA 93726
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

Calif Articulation Number System (CAN).. (916) 929-2629
650 University Ave, Suite 102D, Sacramento, CA 95825
Carolyn Salls, Coordinator
Intersegmental number system designed to identify courses most commonly transferred to meet lower division major preparation requirements. Based on a network of faculty-approved course articulation agreements, CAN simplifies transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with CAN are accepted and used at 2- and 4-year California colleges and universities.

California Association of Residential Care Homes (CAARCH).................. (800) 445-3738
PO Box 14565, Long Beach, CA 90803
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

California Associations of Vocational Educators (CAVE).......................... (209) 442-8289
Address varies with new officers.
Current President: Richard Fosse
Fresno City College, 1101 E. University, Fresno, CA 93741
A coalition of organizations concerned with vocational education in California. Member groups are from all areas of vocational education. Unity meetings, annual conference, advocacy in California legislature. Affiliated with American Vocational Association.

California Community College Association of Occupational Education (CCCAOE)... (714*) 594-5611
Address varies with new officers. ... **Note: Area Code will change to (909) effective 11/14/92*
Current President: Dick Wright
Mt. San Antonio College, 1100 North Grand Avenue, Walnut, CA 91789
Formerly an organization of occupational administrators, CCCAOE has taken a new direction to include all occupational educators. In-service, two annual meetings for the purpose of updating occupational education information, advocates in public policy formation and implementation. Six regions coordinate with economic development regions. Work cooperatively within regions to oversee program approval and quality standards.

California Community College Early Childhood Educators (CCCECE) .. (805) 259-7800
Address varies with new officers.
Joan Waller, 1991-92 President
Child Development Center, College of the Canyons
26455 N Rockwell Canyon Road, Valencia CA 91355
An organization comprised of faculty of child development and early childhood education programs and child development center staff in California community colleges.

California Department of Education (CDE) .... (916) 322-5429
Janice DeBenedetti, Program Manager, Home Economics Education Unit
721 Capitol Mall, 4th Floor, Sacramento, CA 95814

California Dietetic Association (CDA) .... **(310) 822-0177**
7740 Manchester Ave., Suite 102, Playa del Rey, CA 90293
Eileen Packer, R.D., Executive Director
Affiliated with American Dietetic Association. Dedicated to promotion of healthy lifestyle for Californians through informed food decisions and delivery of food/nutrition services by qualified dietetic professionals. Provides members with framework for networking, support system for leadership development, forum for discussion, opportunity to meet continuing education needs and professional growth. Referral service for physicians and patients to dietitians. Offers scholarships to students and interns. Awards distinguished service of members.

California Home Economics Association (CA-HEA) .... **(916) 484-1709**
2121 Mission Ave., Carmichael, CA 95608
Marjorie Mann, Executive Secretary
An affiliate of American Home Economics Association. Educational and scientific organization dedicated to improving the quality of individual and family life through education, research, cooperative programs and public information. The voice of home economists from diverse fields, the Association provides integration, direction, continuity and unity of purpose throughout the profession.

California Restaurant Association (CRA) .... **(213) 384-1200**
3789 Wilshire Blvd., Suite 600, Los Angeles, CA 90010

Chancellor's Office, California Community Colleges (COCCC) .... **(916) 445-0486**
1107 9th Street, Suite 900, Sacramento, CA 95814
Peggy Sprout Olivier, Home Economics Projects Monitor.

Commercial Residential Care Association of California (CRCAC) .... **(916) 455-0723**
PO Box 163270, Sacramento, CA 95816
Charles W. Skoien, Jr and Marty Hampton
Represents the community residential care homes in California serving the elderly, mentally ill, developmentally disabled and foster care. Non-medical facilities providing custodial care. Association lobbies for the industry, provides training and telephone consultation with members.

Consortium of Family Organizations (COFO) .... **(202) 347-1124**
1319 F Street NW, #606, Washington, DC 20004
Consists of American Association for Marriage and Family Therapy, American Home Economics Association, Family Resource Coalition, Family Service American and National Council of Family Relations. Non-partisan consortium committed to the promotion of a family perspective in public policy and human services. Collectively comprises nearly 50,000 family professionals, faculty members in every major university in the nation, 300 family agencies and more than 2,000 family resource programs providing services to millions of families annually. Co-sponsors monthly series of family impact seminars in Washington. Active involvement in public policy issues. Report published three times a year, addresses current legislation and programs that affect families to assist policy makers in evaluating legislation and social programs from a family perspective.

Costume Society of America (CSA) .... **(301) 275-2329**
55 Edgewater Drive, PO Box 73, Earleville, MD 21919

Dairy Council of California (DCC) .... **(714) 558-4614**
1570 E. 17th St., Suite C, Santa Ana, CA 92701
Linda Brown, Regional Manager
Provides educational programs and print materials designed to promote good nutrition. Films, guest speakers.

Dietary Managers Association (DMA)
4410 West Roosevelt Road, Hillside, IL 60162-2077

Employment Training Panel (ETP) .... **(916) 654-9072**
PO Box 826880, Sacramento CA 94280-0001
Gerald G. Geismar, Executive Director
Created by the California Legislature in 1982 as a cooperative business-labor program. Assists business in obtaining skilled workers needed by funding training for new and existing employees. Does not do training. Contracts with businesses and training agencies to provide training. Priorities are 1) new hire training and retraining for workers who have received notification of layoff, 2) retraining of individuals employed by small businesses, 3) retraining for workers threatened by competition from outside the state, 4) all others.

Fashion Group International (FGI) .... **(212) 247-3940**
9 Rockefeller Plaza, New York, NY 10020
An international group of women who work in all aspects of the fashion and textile industry. Professional development, conferences, networking opportunities, scholarships.

Foundation for Interior Design Education & Research (FIDER) .... **(616) 458-0400**
60 Monroe Center NW, Grand Rapids, MI 49503
Kayem Dunn, Executive Director
Established by interior design professional associations to provide quality assurances concerning educational preparation of members of the profession. Grants accreditation and reviews accredited programs. Publishes directory of 96 currently accredited programs. Non-profit organization supported by associations and industry.

Future Homemakers of America/Home Economics Related Occupations (FHA-HERO) .... **(703) 476-4900**
1910 Association Drive, Reston, VA 22091
Youth organization at the secondary level that promotes leadership development in home economics occupations. Competitions, scholarships, conventions.

Home Economics Education Association (HEEA) .... **(202) 822-7844**
1201 16th Street NE, Washington, DC 20036

Home Economics Teachers of California (HETAC) .... **(818) 357-4704**
Address varies with new officers
Connie Halloway, 1992-93 President
3407 Sagehurst, Duarte, CA 91010
Membership open to all secondary home economics teachers in California. Strong lobbying effort. Newsletter, summer conference, awards, scholarships. Supports California home economics youth organization (FHA/HERO).

Home Economists in Business (HEIB) .... (614) 890-4342
5008-16 Pine Creek Drive, Westerville, OH 43081-4899 **FAX: (614) 895-3466**
Marlisa Bannister, Executive Director
Section of American Home Economics Association. Members are graduate home economists employed by a wide spectrum of businesses and organizations including media outlets, manufacturers, advertising and public relations firms, food service companies, investor-owned utilities, trade associations, banks, retailers and other service industries. Many members are self-employed consultants and entrepreneurs. Members keep current within the profession through regular meetings, newsletters, seminars, journals and professional contacts. Annual meeting provides top speakers, workshops and forums. Provides vehicle for maintaining Certified Home Economist (C.H.E.) designation. California groups are located in Los Angeles, San Francisco, Gold Country (Sacramento) and San Diego. Scholarships and awards. Students welcome at meetings.

Illumination Engineering Society (IES) .... (212) 705-7926
345 E 47th Street, New York, NY 10017-2377
Recognized authority on lighting in North America and a leader of the world's technical lighting societies. Represents every segment of the lighting industry from designer to manufacturer. Sets standards and recommends practices which affect the public and lighting professional alike. Sponsors meetings, conferences and seminars to encourage members to gain new insights. Awards and honors recognize contributions to the field. Benefits of membership include professional development, networking, access to computerized information retrieval database, savings and discounts.

Institute of Business Designers (IBD) .... (312) 644-2423
1155 Merchandise Mart, Chicago, IL 60654

Interior Furnishings & Design Association (IFDA) .... (214) 747-2406
PO Box 58045, Dallas, TX, 75258
Pamela L. Donahoe, Executive Director
International Association of executives representing diverse industries related to residential and commercial furnishings and design. Provides professional growth of members and contributes to awareness and public acceptance of these industries. Promotes cooperative working relationships through effective communication and educational programs.

International Association of Financial Planners (IAFP)
5775 Peachtree Dunwoody Rd., #120-C. Atlanta GA 30342

International Association of Lighting Designers (IALD) .... (212) 206-1281
18 E 16th Street, Suite 208, New York, NY 10003
Maria Belerra, Administrator
Established in 1969 to serve professional interests of lighting designers and to communicate the benefits of designed lighting. Supports the principle that successful lighting design combines aesthetic sensitivity and technical knowledge. Membership is limited to lighting designers in professional firms and related fields. Focuses on education, professional development, energy and networking. Internship program. Sponsors Masters Program in Illumination Studies at Penn State University, Lightfair – international lighting exposition. Extensive awards program recognizes designers. *IALD News* is Association newsletter.

International Design Educators Council (IDEC) .... **(714) 551-1622**
14252 Culver Drive, Suite A-331, Irvine, CA 92714
Candee Erwin, Executive Secretary
Dedicated to advancement of education and research in interior design. Concentrates on establishing and strengthening lines of communication among educators, practitioners, educational institutions and other organizations concerned with interior design education. Education services include bibliography, career guidance brochures, slide sets, student competition review and scholarships. Members benefit from the *Journal of Interior Design Education and Research,* networks and meetings.

International Foodservice Executive Association (IFSEA)
111 E. Wacker Drive, Suite 6600, Chicago, IL 60601

International Society of Interior Designers (ISID) .... **(213) 680-4240**
433 S. Spring Street, Suite 1014, Los Angeles, CA 90013
Ann Blumke, Office Manager
Supports legal recognition of designers to protect public, barrier-free design, educational programs and continuing education, civic involvement at all levels, international exchange of knowledge and historic preservation of all art forms. Student memberships. Meetings, newsletters, networking and awards.

International Textile & Apparel Association, Inc. (ITAA) .... **(719) 488-3716**
PO Box 1360, Monument, CO 80132-1360
Sandra Hutton, Executive Director
Formerly Association of College Professors of Textiles and Clothing (ACTPC)
Educational and scientific organization providing opportunities for interaction among textile, apparel and retail scholars. Encourages research and disseminates information through workshops, meetings and publications. Membership open to those with bachelor's or advanced degree from accredited institution with specialization in textiles and apparel or related discipline who are currently in resident instruction, administration, research or serve as a state extension specialist at an accredited institution.

National Association of Catering Executives (NACE)
Box 18064, Orlando, FL 32860

National Association for Education of Young Children (NAEYC) .... **(800) 424-2460**
(202) 232-8777
1834 Connecticut Ave. NW, Washington, DC 20009
Non-profit organization concerned with the quality of education offered to young children in this society. Its purposes are to encourage research, educational improvement and improved communication among groups interested in the education of young children. A wide variety of publications reporting research findings are available. A large national conference brings together professionals working in all areas related to childhood education. Student membership is encouraged. Scholarships are offered.

National Coalition for Consumer Education (NCCE) .... **(201) 635-1916**
434 Main St., Chatham, NJ 07928
Eileen Hemphill, President
A non-profit organization open to individuals, organizations, companies, agencies, media educators and international friends interested in consumer education and consumer literacy. Benefits of membership include newsletter, membership directory, reduced rates on NCCE and other publications, reports and conferences, consideration for grants and *more*. Goals include state programs on specific consumer issues; joint projects with trade and professional groups, business and government agencies; national and international conferences; consumer education internship program and others.

National Council for Administrators of Home Economics (NCAHE)
Box 70671, Johnson City, TN 37614-0671
Address varies with new officers.
1992 President: Amelia Brown
Chair, Department of Home Economics, East Tennessee State University
Mission is to provide leadership for the home economics profession in higher education. Open to all chief administrators of the home economics unit in institutions granting bachelor's degrees with a major in home economics. Benefits include newsletters, annual meeting.

National Council for Interior Design Qualification (NCIDQ) .... **(212) 473-1188**
118 E. 25th Street, New York, NY, 10010

National Council on Family Relations (NCFR) .... **(612) 781-9331**
Minneapolis, MN
Organization dedicated to accreditation of university programs. Sets standards for family life education programs which have implications for articulation. Annual convention, publications, professional development activities.

National Home Fashions League (NHFL)
Southern California Chapter
542 North La Cienega Blvd., Los Angeles, CA 90048

National Institute for Food Service Industry (NIFI)
20 N. Wacker Drive, Suite 2620, Chicago, IL 60606

National Restaurant Association (NRA) .... **(202) 638-6100**
311 First Street NW, Washington, DC 20001

Professional Association for Childhood Education (PACE) .... **(800) 924-2460**
(415) 764-4805
50 First Street, Suite 300, San Francisco, CA 94105-2411
A non-profit, tax-exempt organization, established to maintain high standards of child care and early childhood education. PACE is a statewide association which serves all categories of licensed/ regulated child care centers. Offers professional networking, a bimonthly newsletter, *The Pacesetter*, annual membership directory and legislative representation at all government levels.

Residential Care Society (RCS) .... **(800) 339-2218, (714) 361-9047**
PO Box 5378, San Clemente, CA 92674
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

Retail Merchandising Service, Inc. (RMS) .... *(714) 688-4301
6600 Jurupa Ave., Riverside, CA 92504 **Note: Area Code will change to (909) effective 11/14/92*

San Francisco Fashion Industries (SFFI) .... (415) 621-6100
699 Eighth Street, Suite 6256, San Francisco, CA 94103
Randall Harris, Executive Director
Dedicated to promoting the interests of the fashion industry in northern California. Fosters growth and industry health through education, public service, legislative advocacy and promotion of northern California as a fashion center. Offers employment screening and referrals, educational seminars and meetings, publications and media relations programs. Supports San Francisco Clothing Bank to clothe homeless and needy.

Society of Architectural Historians (SAH) .... (215) 735-0224, (213) 243-5169
1232 Pine St., Philadelphia, PA 19107-5944
David Bahlman, Executive Director
Southern California Chapter: Hollyhock House, 4808 Hollywood Blvd., Los Angeles, CA 90027-5302
A non-profit educational association of architectural historians, historians, architects, landscape architects, interior designers, planners and others interested in the built environment. Collaborates with like-minded professional organizations, historical societies and neighborhood groups to research and speak out on preservation issues of regional, state and national significance. Southern California Chapter offers dozens of tours, lectures, symposia, workshops and other activities related to Southern California's rich architectural heritage. Of interest to anyone in interior design who is working with historic properties, designing period sets for television and film or creating a traditional or post-modern interior quoting from past models.

Society of Consumer Affairs Professionals in Business (SOCAP).............. (703) 519-3700
4900 Leesburg Pike, Suite 400, Alexandria, VA 22302
Greater L.A. Chapter:
Lona Crommet, SOCAP News
7893 Whitney Court, Fontana, CA 92336
Organization of professionals who work in all areas related to consumer affairs. Affiliated student associations, scholarships and internships, placement opportunities for students, professional development.

Society for Nutrition Education (SNE) .... (612) 854-0035
2001 Kellebrew Dr., #340, Minneapolis, MN 55425-1882 **FAX: (612) 854-2869**

Western Region Home Management/Family Economy Educators (WR/HMFEE)
Pam Olson, Department of Family Studies, College of Education, University of New Mexico, Albuquerque, NM 87131.

Women in Design (WID)
4240 Stern Avenue, Sherman Oaks, CA 91423

World Health Organization (WHO)
1211 Geneva 27, Switzerland

Professional Associations for which No Address Information was Available

ACEI Association for Childhood International.

CCDAA California Child Development Administrators Association
Address varies with new officers. A professional Association of directors of child care and development programs in California.

CNC California Nutrition Council

CCCA Consumer Credit Counselors Association
Nationwide non-profit organization; provides counseling of personal finances, budgeting plans, etc.

DLF Designers Lighting Forum

EFNRA Educational Foundation of National Restaurant Association

ISP Institute of Store Planners

IDS Interior Design Society

IFMA International Facilities Management Association

IHSMA International Hotel Sales and Marketing Association

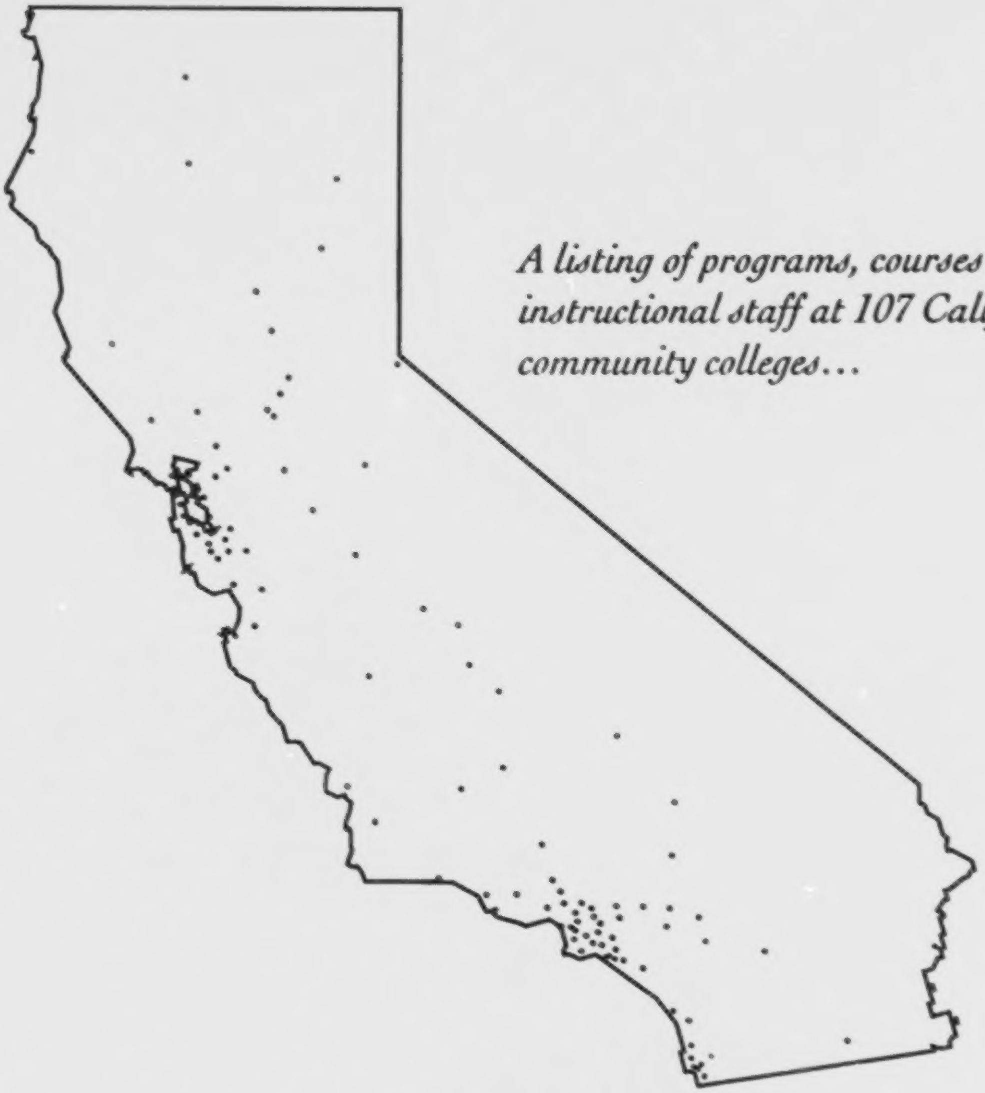
INA International Nanny Association

NCFR National Council on Family Relations

NSFSA National School Foodservice Association

SACUS Southern Association for Children Under Six

WIC Women in Construction



A listing of programs, courses and instructional staff at 107 California community colleges…

Directory of Home Economics and Related Program Areas and Instructional Staff 1992

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"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this (program or project)."

CALIFORNIA COMMUNITY COLLEGE HOME ECONOMICS DIRECTORY

INTRODUCTION

The California Community College Home Economics Directory, 1992 revision, was produced to serve as a useful resource to local colleges. Information included can help identify colleges with similar courses/programs or those which offer a specific program which a college is interested in developing.

Each college is listed on a separate page. Information includes: college name, address and telephone number; the designated Home Economics contact, their title and telephone number; programs available, the coordinator(s) and if the program is a certificate or degree program. Faculty are listed and designated as full-time (FT) or part-time (PT) and the courses taught. The Key to Course/Program Abbreviations is shown on the following page. The number of student majors is also included.

Information for the directory listings was requested from 107 California community colleges. Listings are based on responses received and are as current as possible. Colleges are encouraged to send updates, revisions and additions to:

CENTER FOR CONSUMER EDUCATION
AND HOME ECONOMICS
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

or

INFO-NET
(209) 575-6667

KEY TO COURSE/PROGRAM ABREVIATIONS

ADM	Apparel Design and Merchandising/Apparel Technology
AFA	Airline Flight Attendant
BIA	Bilingual Instructional Aide
CA	Culinary Arts
CD	Child Development
CE	Consumer Economics/Consumer Education/Consumer Finance
CH	Chef Training
CO	Cooperative Education
COS	Cosmetology
CS	Community Service
CHE	Consumer Homemaking Education
CSM	Consumer Studies Management/Consumer Services
CSHD	Consumer Studies and Human Development/Consumer and Family Studies
CT	Clothing and Textiles/Dressmaking/Sewing
DET	Dietetics
ECD	Early Childhood Development
ECE	Early Childhood Education
F	Foods/Catering Arts
FC	Fashion Careers; Merchandising/Design/Modeling
FCS	Family and Consumer Studies/Family and Consumer Education/Family Life
FD	Fashion Design
FJ	Fashion Journalism
FL	Floristry
FM	Fashion Merchandising
FN	Foods and Nutrition/Nutrition and Foods
FS	Family Studies (Marriage)
FSM	Foodservice management, Preparation, Services/Foodservice Technology
GER	Gerontology
GHE	General Home Economics
HET	Home Economics-Transfer
HM	Home Management
HTM	Hotel Management
HS	Human Services/Human Development
IA	Instructional Assistant/Aide
ID	Interior Design
IH	Institutional Housekeeping
NSE	Nursery School Education
NUT	Nutrition
PI	Personal Image/Image Consultant
PE	Parent Education/Parenting
RM	Restaurant Management
SE	Special Education
SFS	School Food Service
TCD	Theatrical Costume Design
TM	Travel Management
VN	Visual Merchandising

FACULTY **PT** Part-Time **FT** Full-Time

COLLEGE OF ALAMEDA
555 Atlantic Avenue, Alameda 94501
(415) 522-7221

District: Peralta CCD

Contact: Ken Giles
Assistant Dean
(415) 748-2255/2290

Programs	Coordinator	Certificate	Degree
Apparel Design and Merchandising	Ken Giles	X	X

Faculty

Number of Student Majors: 50-100

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ALLAN HANCOCK COLLEGE
800 S. College Drive, Santa Maria 93454
(805) 922-6966

District: Allan Hancock Joint CCD

Contact:	Candia Varni Home Economics Program (805) 922-6966 x3243	Judy Markline, Dean Academic Affairs (805) 922-6966 x3261

Programs	Coordinator	Certificate	Degree
Early Childhood Studies	Liz Regan	X	X
Fashion Design and Alterations Option	Edda Hayes	X	X
Home Economics - General	Candia Varni		X
Interior Design Merchandising Option	Edda Hayes	X	X

Faculty

FT	Liz Regan	CD	PT	Lola Moe	CD
FT	Kathy Sherwood	CD	PT	Sharon White	CT, FD
FT	Don Tillery	CD	PT	Susan Whitefield	FN
FT	Candia Varni	GHE, FN, CE			
	Sandra Miller	FN			
	Debbi Stevens	FN			
PT	Jo Beck	CD			
PT	Judy Berk	CD			
PT	Heidi Christiansen	CT, FD			
PT	Edda Hayes	FD, CT			
PT	Mary Sue Hine	CD			
PT	Marion Horn	CD			
PT	Pat Rogers	FN			
PT	Mark Littlefield	CE			
PT	Linda McComish	ID			

Number of Student Majors: 0-50

AMERICAN RIVER COLLEGE
4700 College Oak Drive, Sacramento 95841
(916) 484-8011

District: Los Rios CCD

Contact:
Carol Matich
Department Chair
(916) 484-8127
9-10 MWF, 10-11 TTh
(916) 971-0242 Home

Jeffrey Tucker, Area Dean
Fine and Applied Arts
(916) 484-8432/8433

Programs	Coordinator	Certificate	Degree
Apparel Design and Merchandising	Judy Wheeler		
Custom Clothing Construction			X
Early Childhood Education	Mary Jane Maguire-Fong	X	X
Fashion Merchandising			X
Foodservice Management:			
Restaurant Management	Susan Barry		X
Dietary Management	Jean Ramos	X	
Interior Design	Marion C. Rader	X	X

Faculty					
FT	Susan Barry	FSM	PT	Tish Karas	FSM
FT	Sheryl Gessford	ECE	PT	Alan Kleinman	FSM
FT	Wendy Hunt	GHE, ECE, NUT	PT	Jeanne Larson	ADM
FT	Mary Jane Maguire-Fong	ECE	PT	Joan Larson	ECE
FT	Carol Matich	LM, NUT	PT	Jan Lewis	NUT, DET, FSM
FT	Laurine Meyer	ID	PT	Rosie Littleton	ECE
FT	Marion C. Rader	ID	PT	Ken Magri	ID
FT	Jean Ramos	DET	PT	Randy Nelson	ID
PT	Paul Brown	ECE	PT	Valerie O'Neil	ID
PT	Leda Buss	ECE	PT	Karl Owen	ID
PT	Lisa Clark	FSM	PT	Judy Parks	FSM
PT	Diane Cromwell	ECE	PT	Carol Pirocello	NUT, DET, FSM
PT	Diane Curtis	NUT, DET, FSM	PT	Suzy Ragno	ADM
PT	Sandy Haas	NUT, DET, FSM	PT	Carol Redard	FSM, NUT
PT	Jackie Hackbart	NUT, DET, FSM			

(continued on next page)

Number of Student Majors: 300-400

AMERICAN RIVER COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree

Faculty			
PT	Janet Reed	ADM	
PT	Trish Reid	ID	
PT	Charlene Smith	ECE	
PT	Bonnie Spencer	ID	
PT	Marilyn Stanley	ADM	
PT	Alexander Styles	FSM	
PT	Liz Taylor	NUT, DET, FSM	
PT	Linn Violett	ECE	
PT	Jaci White	ECE	

Number of Student Majors: 200

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ANTELOPE VALLEY COLLEGE
3041 West Avenue K, Lancaster 93534
(805) 943-3241

District: Antelope Valley CCD

Contact: Dr. Dennis White
Dean of Fine Arts &
Family & Consumer Education
(805) 943-3241

Programs	Coordinator	Certificate	Degree
Child and Family Education	Dr. Mary Kelso	X	X
Clothing and Textiles			X
Family and Consumer Education			X
Foods, Nutrition & Consumer Ed.		X	
Foodservice Management			X
Interior Design		X	

Faculty		
FT	Dr. Mary Kelso	FN, FSM, CD
FT	Dr. Selma Minet	CD
FT	Evelyn Tiede	CT, ID
PT	Sharon Adam	FN
PT	Valerie Daneils	CG
PT	Carol Edgeworth	FSM
PT	Cindy Fischer	CT
PT	Anna Paravano Frise	IDH
PT	Michael LoPicolo	CD
PT	Mark Nathanson	CD
PT	Mary Pagliaro	CT
PT	Pat Prill	
PT	Fran Rottman	CD
PT	Jean Wood	CD

Number of Student Majors: 51-100

BAKERSFIELD COLLEGE
1801 Panorama Drive, Bakersfield 93305
(805) 395-4011

District: Kern CCD

Contact: Jacqueline E. Gullam, Chairperson
Family and Consumer Education
(805) 395-4561

Programs	Coordinator	Certificate	Degree
Child Development & Family Relations	Jacqueline E. Gullam		X
Child Development with Special Education Emphasis	Jacqueline E. Gullam		X
Cook Apprentice	Marilyn Worthington	X	
Culinary Arts	Marilyn Worthington	X	
Dietary Managers	Marilyn Worthington	X	
Dietetic Service Supervisor	Marilyn Worthington	X	
Family & Consumer Studies	Jacqueline E. Gullam		X
Fashion & Textiles	Rosemary Ross	X	
Foodservice Management	Marilyn Worthington	X	X
Interior Design	Earlene Davis	X	X

*SPECIALLY FUNDED
Independent Living
Foster Parent
Senior Studies
Family Studies
Child Care Consortium
School Menu Planning

Faculty					
FT	Lucy Clark	CD	PT	Linda Hudson	CD
FT	Nancy Clark	CD	PT	Sandra Weeks Kirk	CD
FT	Patrick Coyle	FS	PT	Julie Parsons	CD
FT	Earlene Davis	ID,N	PT	Patricia Pickett	CD
FT	Jacqueline E. Gullam	CD	PT	Rosemary Ross	FT
FT	Josephine Triplett	CD	PT	Brian Simmons	CD
FT	Marilyn Worthington	FN	PT	Ann Smith	FT,SS,FS
PT	Ralph Adame	ID	PT	Barbara Swanson	CD
PT	Jill Barton	ID	PT	Jack Williamson	FS
PT	Barbara Wanner Ellis	CD	PT	Kathy Aiello Wise	CD
PT	Kristi Fazzio	CD	PT	Vicki Witcher	CD
PT	Susan Geurard	CD	PT	Wayne Wong	F
PT	Tina Hendricks	ID			
PT	Timothy Hewes	CD			
PT	Brent Hicks	FS			

Number of Student Majors: 200-300

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BARSTOW COLLEGE
2700 Barstow Road, Barstow 92311
(619) 252-2411

District: Barstow CCD

Contact:
Dr. Ted Baca
Executive Dean of Instruction
(619) 252-2411, x224

Shirley Cunningham-Tillman
Vocational/Technical/
Community Services Coord.
(619) 252-2411, x222

Programs	Coordinator	Certificate	Degree
Early Childhood Education			
Life Management		X	
Lifespan			
Nutrition and Foods			

Faculty	
Mattie Boatright	
Dorothy Fite	

Number of Student Majors: 0-50

BUTTE COMMUNITY COLLEGE
3536 Butte Campus Drive, Oroville 95965
(916) 895-2511

District: Butte CCD

Contact: Linda Cavis, Department Chair
Home Economics & Related Careers
(916) 895-2565 or 895-2471

Programs	Coordinator	Certificate	Degree
Child Development		X	X
Dietary Service Supervisor		X	
Early Childhood Education		X	X
Fashion Merchandising		X	X
Foodservice Management		X	X
Home Economics		X	X
Interior Design		X	X
Visual Merchandising		X	X

Faculty					
FT	Cheryl Babler	CD, ECE	PT	Martha Kersey	GHE
FT	Linda Cavis	FC, FN	PT	Carol Locklair	VM
FT	Sandy O'Brien	CD, ECE	PT	Kathie McAfee	CD, ECE
PT	Sue Baber	PE	PT	Chris McKeever	CD, ECE
PT	Sue Blackketter	LM	PT	Marge McNairn	FN, FSM
PT	Marianne Brenner	F	PT	Kris Mehan	FSM
PT	Susan Collins	FSM	PT	Lisa Michael	CT
PT	Julianne Dalke	CT	PT	Margaret Noraas	CD, ECE
PT	Jeff Davis	FSM	PT	Karen Puccetti	PE
PT	Lorene Eagleson	CT	PT	Bettye Ann Stephens	PE
PT	Lloree Ellsworth	ID	PT	David Thode	ID
PT	Carol Gardner	CD, ECE	PT	Steve Thompson	ID
PT	Marcia Goodrich	NUT	PT	Susan Toussaint	CD,ECE
PT	Carol Gregg	FC	PT	Patti Van Meter	FD,CT
PT	Joan Jackson	CA	PT	Melba Wardell	GHE

Number of Student Majors: 100-200

CABRILLO COLLEGE
6500 Soquel Drive, Aptos 95003
(408) 425-6000

District: Cabrillo CCD

Contact: Mary Cardenas, Chairperson
Human Arts and Services
(408) 452-6297

Programs	Coordinator	Certificate	Degree
Applied Living Arts: Foods and Nutrition Option Clothing and Textiles Option			X
Early Childhood Education	Julie Edwards Rosemarie Greiner	X	X
Gerontology	Carolyn Schwartz	X	

Faculty

FT	Joanne Badeaux	ECE	PT	Lenore Kenny	ECE
FT	Mary Cardenas	ECE	PT	Julie Miller	ECE
FT	Lynn Despelder	GER			
FT	Julie Edwards	ECE			
FT	Rosemary Griener	ECE			
FT	Janis Kaiser	ECE			
FT	Sandra Mello	FN			
FT	Vickie Neville	ECE			
PT	Jan Bouman	FN,CT			
PT	Nancy Brown	ECE			
PT	Caroline Carney	ECE			
PT	Maria Castro	ECE			
PT	Claudia Gatto	ECE			
PT	Charianne Hawkins	ECE			
PT	Eric Hoffman	ECE			

Number of Student Majors: 0-50

CANADA COLLEGE

4200 Farm Hill Blvd., Redwood City 94061
(415) 306-3370

District: San Mateo County CCD

Contact: Ronda Chaney, Coordinator
Home Economics Department
(415) 306-3370

Grace Adams, Director
Business, Social Science,
Management & Technology
Division

Programs	Coordinator	Certificate	Degree
Clothing & Textiles		X	X
Early Childhood Education	Diane Eyer		
Home Economics (general)	Ronda Chaney	X	X
Home Economics (transfer)			
Interior Design	Dr. Genevieve H. Cory	X	X
Kitchen & Bath Emphasis		X	
Advanced Certificate		X	

Faculty		
FT	Ronda Chaney	CT
FT	Genevieve Cory	ID
PT	John Barton	ID
PT	Margo Baugerl	ID
PT	Al Bruce	ID
PT	Sarah Bunje	CT
PT	Candice Bushell	CT
PT	Dale Carlton	ID
PT	Kathleen Mullin Claudon	ID
PT	Betty Cornell	ID
PT	Stuart Eckblad	ID
PT	Verne Goodrich	ID
PT	Iris Harrell	ID
PT	Marian Haworth	ID
PT	Sharon Kasser	ID
PT	Diana Kissil	ID
PT	Mary Lou Lange	CT
PT	Karen Libby	ID
PT	Ilona Lindauer	ID
PT	Carol Lorraine	CT
PT	Stanley Macey	ID
PT	Guy McGinnis	ID
PT	Sally McGill	FN
PT	Bruce Morris	ID
PT	Lee Ottenbreit	ID
PT	Esther Reilly	ID
PT	Mary Ritter	ED
PT	A. Adolph Romero	ID
PT	Wayne Rugg	ID
PT	Mardell Schepley	ID
PT	Roseanne Slonsky-Breault	CT
PT	Irene Sohm	ID
PT	Langston Trigg	ID
PT	Paul Wallach	ID
PT	Marilyn Woods	ID

Number of Student Majors: 51-100

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COLLEGE OF THE CANYONS

26455 N. Rockwell Canyon Rd., Valencia 91355
(805) 259-7800

District: Santa Clarita CCD

Contact: Helen C. Lusk
Assistant Dean, Career Education
(805) 259-7800 x368

Programs	Coordinator	Certificate	Degree
Child Development	Joan Waller		X
In Home Day Care Specialist		X	
Infant/Toddler		X	
Preschool Teacher		X	
School Age Programs		X	
Special Education		X	
Supervision & Administration		X	

Faculty			
FT	Diane Stewart	CD	
FT	Joan Waller	CD	
PT	Cynthis Bilodeau	CD	
PT	Linda Canini	CD	
PT	Sondra Fox	CD	
PT	Irene Gunshinan	CD	
PT	Diane Jones	CD	
PT	Kristy Schadt	CD	
PT	Cam Valenzuela	CD	

Number of Student Majors:

CERRITOS COLLEGE
11110 East Alondra Blvd., Norwalk 90650
(310) 860-2451

District: Cerritos CCD

Contact: Mildred Ikemoto
Instructional Dean
Health Occupations Division
(310) 860-2451 x551

Programs	Coordinator	Certificate	Degree
Cosmetology	Joan Walker		
Culinary Arts	Rudy Rosier	X	X
Early Childhood Education	Lillian Escobar	X	X
Home Economics - Transfer			
Instructional Aide		X	
Special Education Assistant		X	X

Faculty		
FT	Lillian Escobar	ECE
FT	Lynda Roberts	ECE
FT	Ellis Robinson	CA
FT	Yvonne Woods	ECE
PT	Patricia Kepner	ECE
PT	Jean Layne	SE
PT	Joan Pratt	NUT
PT	Joanne Whitaker	IA

Number of Student Majors: 0-50

CERRO COSO COMMUNITY COLLEGE
3000 College Heights Blvd., Ridgecrest, CA 93555
(619) 375-5001

District: Kern CCD

Contact:

Robin Peterson
Child Care Center
(619) 375-5001 x362

Dr. Paul Riley
Dean of Continuing Ed.
(619) 375-5001 x203

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Robin Peterson		X
Courses Offered:			
Family & Consumer Education			

Faculty		
FT	Robin Peterson	ECE
PT	Cindy Cote	ECD
PT	Helen DeVere	ECD
PT	Margaret Jacobs	ECD
PT	Camie Keeter	ECD
PT	Patti Oliver	FACE
PT	Terry Pierce	ECD
PT	Teri Stephenson	ECD
PT	Barbara Wicker	ECD

Number of Student Majors: 0-50

CHABOT COLLEGE
25555 Hesperian Blvd., Hayward 94545
(510) 786-6600

District: South County CCD

Contact: Ruth Corbett
Asst. Dean, Instruction/GEC
(510) 786-6638

Programs	Coordinator	Certificate	Degree
Early Childhood Development (Social Science Division)	Peyton Nattinger	X	X
Interior Design-Merchandising Interior Design-Residential (Technology-Engineering Division)	Barbara Daher	X	X

Faculty					
FT	Peyton Nattinger	CD	PT	Jane Perry	CD
PT	Diana Curl	CD	PT	Pamela Pryfogle	CD
PT	Barbara Daher	ID	PT	Edna Rodriggs	CD
PT	R. Rory Darrah	CD	PT	Patricia Shadden	CD
PT	Renee Dixon	CD	PT	Steve Stripp	CD
PT	Gloria Grambruno	CD	PT	Marlena Uhrik	CD
PT	Fannie Haughton	CD	PT	Penny Warner	CD
PT	Sarah Johnson	CD	PT	Joni Whalin	CD
PT	Marjory Keenan	CD	PT	Nancy Wolford	ID
PT	Sharon Kerns	CD			
PT	Marianne Lamas	CD			
PT	Michael Marsh	CD			
PT	Louise Mensing	ID			
PT	James Morin	CD			
PT	Christine Olsen	CD			

Number of Student Majors: 400

CHAFFEY COLLEGE

5885 Haven Avenue, Alta Loma 91737-3002
(714*) 987-1737 (*Effective 11/14/92, area code will change to 909)

District: Chaffey CCD

Contact: Penny Marino
Home Economics Department
(714) 941-2612

Programs	Coordinator	Certificate	Degree
Child Development	Joanna Jones	X	X
Clothing:	Penny Marino		X
Fashion Design & Merchandising		X	X
Gerontology	Karen Viera	X	
Hotel & Foodservice Management	Suzanne Johnson	X	
Interior Design	Sharon Algozer	X	X
Life Mgmt. & Consumerism	JoAnn Sterba	X	X
Nutrition & Fitness	JoAnn Sterba	X	X

Faculty					
FT	Sharon Algozer	ID	PT	Janet Leute	FN
FT	Debbie Davis	CD	PT	Carol McQuery	CT
FT	Suzanne Johnson	FN	PT	Barbara Moore	CT
FT	Joanne Jones	CD	PT	Diane Ricks	FD
FT	Penny Marino	CT,FM,FD	PT	Joy Ward	FN
FT	JoAnn Sterba	FN,GER,CE	PT	Sherron West	FD
PT	Melinda Doster	CT			
PT	JoAnne Fitzgibbons	FM			
PT	Carol Gil	CT			
PT	David Hecht	FM			
PT	Dottie Jones	CE			
PT	Pat Krok	FN			
PT	Cindy Lemkau	FD			
PT	Ruth LeMaster	ID			

Number of Student Majors: 60

CITRUS COLLEGE
1000 W. Foothill Blvd., Glendora, CA 91740-1899
(818) 914-8501

District: Citrus CCD

Contact:

Diane Hinds
Early Childhood Education
(818) 914-8501

Isaac Romero
Dean of Vocational Ed.
(818) 914-8501

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Diane Hinds	X	X

Faculty			
FT	Diane Hinds	ECE	
FT	Sally Sanger	ECE	
PT	Nancy Atkisson	ECE	
PT	Mary Pat Disterhof	ECE	
PT	Jan Doolittle	ECE	
PT	Karen Ezaki	ECE	
PT	Judy Gregg	ECE	
PT	Kim Holland	ECE	
PT	Susie Koon	ECE	
PT	Susan Pecararo	ECE	
PT	Marie Uribe	ECE	
PT	Barbara Westerling	ECE	

Number of Student Majors:

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COASTLINE COMMUNITY COLLEGE
11460 Warner Avenue, Fountain Valley 92708
(714) 546-7600

District: Coast CCD

Contact: Dr. Ed Decker
Costa Mesa Campus
(714) 751-9740

Programs	Coordinator	Certificate	Degree
None			
Courses Offered:	Dr. Ed Decker		
Clothing & Textiles (2 courses) International Foods (1 course)			

Faculty	
Carolyn Jillson	

Number of Student Majors:

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COLUMBIA COLLEGE
P.O. Box 1849, Columbia 95310
(209) 533-5100

District: Yosemite CCD

Contact:	Ray Liedlick Dean of Instruction (209) 533-5140	Jackie Appleton Child Development Coord. (209) 533-5277, 533-5225

Programs	Coordinator	Certificate	Degree
Child Development	Jackie Appleton	X	X
Teacher Aide		X	X
Courses Offered:			
Child Development			
Nutrition			
Teacher Aide			

Faculty	
PT	Jackie Appleton
PT	Phyllis Greenleaf
PT	Margie McLean
PT	Kathy Sullivan

Number of Student Majors:

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COMPTON COMMUNITY COLLEGE
1111 East Artesia Blvd., Compton 90221
(213) 637-2660

District: Compton CCD

Contact:	Kathleen Huff Family & Consumer Sciences (213) 637-2660 x259	Roberta West Associate Dean Human Services/Sciences (213) 637-2660 x428

Programs	Coordinator	Certificate	Degree
Family & Consumer Economics			X

Faculty			
FT	Kathleen Huff	FN	
PT	Abou Hebeish	CT	
PT	Victoria Watson	CT	

Number of Student Majors: 0-50

CONTRA COSTA COLLEGE
2600 Mission Bell Dr., San Pablo 94806
(415) 235-7800

District: Contra Costa CCD

Contact:	Lucille Barcroft, Coordinator Home Economics Department (415) 235-7800 x3264	Tom Green, Division Chair Science, Math and Engineering (415) 235-7800

Programs	Coordinator	Certificate	Degree
Home Economics	Lucille Barcroft	X	X
Interior Design	Lucille Barcroft	X	X

Faculty			
FT	Lucille Barcroft	CT, ID	
PT	Denise Figoni		
PT	Mary Osmus	CT	

Number of Student Majors: 0-50

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COSUMNES RIVER COLLEGE
8401 Center Parkway, Sacramento 95823
(916) 688-7300

District: Los Rios CCD

Contact:

Sandy Kirschenmann
Assistant Dean, Careers & Technology
(916) 688-7390

Janis Caston
Dean, Business/Allied Health/Family Science
(916) 688-7226

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Evelyn Silva	X	X
Family & Consumer Science			
Foodservice Management	Cynthia Torres	X	X

Faculty		
FT	Craig Lehman	ECE, CD
FT	Evelyn Silva	ECE, CD, FCS
FT	Cynthia Torres	F
FT	Linn Violett	ECE
PT	Clare Dendinger	F
PT	Earlene Sullivan	NUT

Number of Student Majors: 50-100

CRAFTON HILLS COLLEGE
11711 Sand Canyon Road, Yucaipa 92399
(714*) 794-2161 (*Effective 11/14/92, area code will change to 909)

District: San Bernardino CCD

Contact: Dr. Joan G. Stoddard
Dean of Instruction
(714) 794-2161

Programs	Coordinator	Certificate	Degree
None			
Courses Offered:			
Child Development (In cooperation with San Bernardino Valley College)	Dr. Ronald O. Kibby		

Faculty	
PT Patricia Hayden	
PT JoAnn Jones	
PT Janice Kibby	
PT Theresa Kwappenberg	
PT Frances Mower	
PT Joanne Ratcliff	

Number of Student Majors:

CUESTA COLLEGE

P.O. Box J, San Luis Obispo 93403
(805) 546-3100

District: San Luis Obispo CCD

Contact:

Margaret Collier
Division Chairperson
Human Development Department
(805) 546-3253

Ernest Cementina, Dean
Human Development
(805) 546-3123

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Margaret Collier		X
Family Studies	Orville Hendricks		X
Fashion Merchandising	Elizabeth Melschau		X
Human Services	Judy Hendricks		X
Interior Design	Lorraine Bailey	X	X
Nutrition & Fitness	Lorraine Bailey	X	

Faculty					
FT	Lorraine Bailey	FN, HM, ID	PT	Deborah Schlanser	ECE
FT	Margaret Collier	ECE	PT	Elizabeth Steinberg	FS
FT	Judy Hendricks	ECE	PT	Mary Ann Vasconcellos	FS
FT	Orville Hendricks	FS			
FT	Don Norton	ECE			
PT	Tricia Bramsen	ECE			
PT	Mary Brennan	ECE			
PT	Shirley Camp	ID			
PT	Jan Gillette	FS			
PT	Daryl Herzog	FS			
PT	Marilyn Hetland	FS			
PT	Nancy Hurd	ECE			
PT	Jeanette Locker	ID/N			
PT	Elizabeth Melschau	FM			
PT	Jill Miller	ECE			

Number of Student Majors: 51-100

CUYAMACA COLLEGE
2950 Jamacha Road, El Cajon 92019-4304
(619) 670-1980

District: Grossmont-Cuyamaca CCD

Contact: Kristin Zink
Child Development
(619) 670-1980, x310

Programs	**Coordinator**	**Certificate**	**Degree**
Child Development	Gloria Brancaccio	X	X

Faculty	
FT Gloria Brancaccio FT Kristin Zink PT Carol Berridge PT Laurie Furry PT Ruth Phillips	

Number of Student Majors:

220

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CYPRESS COLLEGE
9200 Valley View Street, Cypress 90630
(714) 826-2220

District: North Orange County CCD

Contact: Dr. Lucinda Alibrandi, Coordinator
Human Services Department
(714) 826-2220 x185

Programs	Coordinator	Certificate	Degree
No Program			

Faculty	

Number of Student Majors: 0-50

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DE ANZA COLLEGE
21250 Stevens Creek Rd., Cupertino 95014
(408) 996-4567

District: Foothill-De Anza CCD

Contact:

Dorothy Coltrin
Instructor
(408) 864-8688

Dennis Peterson, Div. Chair
Biological Sciences
(408) 864-8773

Programs	Coordinator	Certificate	Degree
Courses Offered: Child Development Program (Social Science Division) Nutrition for General Education Nutrition for Health Professionals Sports Nutrition			

Faculty			
FT	Dorothy Coltrin	NUT	

Number of Student Majors:

COLLEGE OF THE DESERT
43-5000 Monterey Ave., Palm Desert 92260
(619) 346-8041

District: Coachella Valley CCD

Contact:	Barbara A. Bolanos Chairperson Social Science/Human Ecology Div. (619) 773-2587	Dr. William Kroonen Dean School of Liberal Studies (619) 346-8041 x504, 505

Programs	Coordinator	Certificate	Degree
Custom Sewing & Alterations		X	
Dietetic Technician (In Cooperation with Orange Coast College)			X
Fashion Design			X
Fashion and Clothing			X
Interior Design			X
Merchandising			X
Nursery School Education:			X
Teacher Certificate		X	
Director Certificate		X	
Nutritional Care			X
Culinary Arts		X	

Faculty					
FT	Jan Barnett	ECE	PT	Claire Shaeffer	CT
FT	Elizabeth Lawson	CT, ECE	PT	Richard Stanley	ID
PT	Carol Chamberlin	ECE	PT	Sheri Smyser	ECE
PT	Gayle Clark	ECE	PT	Cyndie Swauger	ECE
PT	Barbara Cory	ECE	PT	Anthony Verive	ECE
PT	Christine Curry	ECE	PT	Dorothy Wojak	ID
PT	Deborah Garver	ECE			
PT	Barbara Hicks	ID			
PT	Ann Kartsman	ECE			
PT	Stan Little	ECE			
PT	Doris Mechanick	ECE			
PT	Yvonne Michelsen	CT			
PT	Elizabeth Quigley	HEC			
PT	Richard Reinholtz	ECE			
PT	Ginger Ridgeway	ID			

Number of Student Majors: 51-100

DIABLO VALLEY COLLEGE
321 Golf Club Road, Pleasant Hill 94523
(415) 685-1230

District: Contra Costa CCD

Contact:

Deya Brashears, Chairperson
Family Life Department
(510) 685-1230 x383

Vincent Wong, Chairperson
Apparel Design Program
(510) 685-1230 x350

Programs	Coordinator	Certificate	Degree
Apparel Design (Fine Arts Division)	Vincent Wong	X	
Family Life Department (Social Science Division)	Deya Brashears		

Faculty		
FT	Deya Brashears	CD, ECE, PE
FT	Rick Ida	CD, ECE, PE
FT	Norma Meyerholz	CD, ECE, PE
FT	Sue Nurock	CD, ECE, PE
FT	Vincent Wong	CT
PT	Rick Bergman	CT
PT	Deborah Coyle	ECE
PT	Clem Diaz	CT
PT	Sara Jane Dickey	PE, CD, ECE
PT	Mary Evans	CT
PT	Ronda Garcia	PE, ECE
PT	Sue Handy	ECE,PE
PT	Susan Isaacs	ECE
PT	Belinda Lucey	CD, ECE
PT	Fran Mathes	ECE
PT	Kathleen McCarney	CT
PT	Louise Mensing	CT
PT	Sarah Monser	CD,PE
PT	Doug Rowe	PE, CD, ECE
PT	Darcy Russo	CD, ECE
PT	Pamm Shaw	PE, CD, ECE
PT	Jenene Stevens	CD, ECE
PT	Joan Symonds	CE,ECE,PE
PT	Penny Warner	CD, ECE
PT	Peter Weiler	ECE
PT	Patricia Wheeler	CT

Number of Student Majors: 351-400

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EAST LOS ANGELES COLLEGE
1301 Brooklyn Ave., Monterey Park 91754
(213) 265-8650

District: Los Angeles CCD

Contact:	Mary Norman, Chair Family & Consumer Studies (213) 265-8869	Renee D. Martinez, Co-Chair Family & Consumer Studies (213) 265-8870

Programs	Coordinator	Certificate	Degree
Child Development		X	X
Director - Private School		X	
Education Aide		X	X
Education Aide - Bilingual	Mary Norman	X	X
Education Aide - Special Education	Renee Martinez	X	X
Family & Consumer Studies	Sally de Groves		X
Dressmaking	Sally de Groves	X	
Fashion Design	Sally de Groves	X	
Patternmaking	Sally de Groves	X	
Theatrical Costume Construction		X	
Teacher - Private School		X	

Faculty

FT	Sally de Groves	FCS, FC	PT	Michael Simone	
FT	Dorothy Dixon	FCS, GHE	PT	Margaret Smith	FN
FT	Renee Martinez	CD	PT	Maria Uribe	
FT	Mary Norman	CD	PT	Kathy Watanobe	
FT	Dr. Margaret Ozuna	FCS, GHE			
FT	Chris Peralta	CD			
PT	Phyliss Armendariz	CD			
PT	Pauline Carrillo				
PT	Maureen Gates	CD			
PT	Martha Gayton				
PT	Rebecca Marine				
PT	Joan Meyers	CD			
PT	Joyce Palacio				
PT	Teresa Raya				
PT	Frances Rodrigues	FCS			

Number of Student Majors: 100-200

EL CAMINO COLLEGE
16007 Crenshaw Blvd., Via Torrance 90506
(213) 532-3670

District: El Camino CCD

Contact: Dr. Joy Albert
Dean, Life/Health Science
(310) 715-3343 Division Office

Programs	Coordinator	Certificate	Degree
Home Economics			X
Fashion Design	Chris Wisdom	X	
Fashion Merchandising		X	
General Home Ec.-Transfer			
Interior Design	Dr. Janet Stinson	X	X
Child Development	Antoinette Phillips	X	X

Faculty		
FT	Bettylu Kessler	FN, FSM, CE
FT	Dr. Janet Stinson	ID
FT	Chris Wisdom	FC
PT	Karen Peters	FN
PT	Paul Rice	ID
PT	Sue Ellen Warren	NF

Number of Student Majors: 0-50

EVERGREEN VALLEY COLLEGE
3095 Yerba Buena Road, San Jose 95135
(408) 274-7900

District: San Jose CCD

Contact: Barbara Grimm
(408) 274-7900 x-6611

Ariss Thomas
(408)274-7900 x-6611

Programs	Coordinator	Certificate	Degree
Family & Consumer Studies		X	X
Fashion Design & Production		X	X
Fashion Merchandising		X	X
Image Consultant		X	

Faculty

FT	Barbara Grimm	PI,FC,CT,ID, CD,FCS
FT	Ariss Thomas	PI, CT, FC
PT	Alice Johnson	FCS, NUT
PT	Jacqui Lucas	PI, FC, CT
PT	William Steffin	VN, FC
PT	Shirley Vernon	FCS, CT, FN

Number of Student Majors: 0-50

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FEATHER RIVER COLLEGE

Highway 70 North, P.O. Box 1110, Quincy 95971
(916) 283-0202

District: Feather River CCD

Contact: Theo N. Mabry
Dean of Instruction
(916) 283-0202 x242

Programs	Coordinator	Certificate	Degree
Child Development	Shelley Miller	X	X

Faculty			
PT	Shelley Miller	CD	
PT	Shelley Morrison	CD	

Number of Student Majors: 0-50

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FOOTHILL COLLEGE
12345 El Monte Rd., Los Altos Hills 94022
(415) 948-8590

District: Foothill-De Anza CCD

Contact: Nancy Clark
Child Development Program
(415) 948-8590

Programs	Coordinator	Certificate	Degree
Courses Offered: Child Development (In cooperation with the Bing School at Stanford University)	Nancy Clark	X	

Faculty	
FT Jeanne Lepper CD	

Number of Student Majors:

229

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FRESNO CITY COLLEGE
1101 East University Ave., Fresno 93741
(209) 442-4600

District: State Center CCD

Contact:
Joan Newcomb, Department Head
Home Economics
(209) 442-4600 x8369

Gerry Stokle
Associate Dean
(209) 442-8210

Programs	Coordinator	Certificate	Degree
Child Development	Marilyn Williams	X	X
Dietary Aide	Eileen White	X	
Dietary Assistant		X	
Dietetic Services			X
Fashion Retailing	Carol Stone	X	X
Foodservices		X	X
Home Economics/Consumer Ed.	Carol Stone	X	X

Faculty					
FT	Derl Keen	CD	PT	Dianne Martin-Graham	CD
FT	Mary Ann Mateo	CD	PT	M. Mikow	CD
FT	Joan Newcomb	CD	PT	M. Orlando	CD
FT	Carol Stone	FM, ID, CHE, C	PT	A. Parker	CD
FT	Tami Van Cleve	CD	PT	Claudia Read Wright	FN
FT	Eileen White	FN, FSM			
FT	Marilyn Williams	CD			
PT	Alice Berry	CD			
PT	D. Campbell	CD			
PT	D. Decker	CD			
PT	Linda Diebert	CD			
PT	Jodi Dietiker	CD			
PT	Judy Johnson	CD			
PT	Joanne Jones	CD			
PT	S. Kimura	FN			

Number of Student Majors: 750

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FULLERTON COLLEGE
321 East Chapman Ave., Fullerton 92632-2095
(714) 992-7308

District: North Orange County CCD

Contact: Karen Lindstrom-Titus
(714) 992-7311

Programs	Coordinator	Certificate	Degree
Basic Childrens Programs	Neva Root	X	
Child Development - Infant/Toddler	Neva Root	X	X
Child Development - Preschool	Neva Root		X
Clothing Demonstrator	Doris Fuqua	X	
Dressmaking & Alteration	Doris Fuqua	X	
Family Studies	Neva Root	X	X
Fashion Design	Doris Fuqua	X	X
Fashion Journalism	Doris Fuqua		X
Fashion Merchandising	Janet Miladevovich	X	X
(continued on next page)			

Faculty		
FT	Jerry Beitel	ID
FT	Tom Chiaromonte	CD
FT	Sharon DeLeon	ID
FT	Doris Fuqua	CT, FC
FT	Gayle Gess	FN
FT	Patricia Green	CD
FT	Karen Lindstrom-Titus	ID, FD
FT	Janet Miladinovich	FC
FT	Patsy Oetting	FN
FT	Peggy Ramsey	FN
FT	Neva Root	CD
FT	Dorothy Sailor	CD
FT	Lari Warner	FC
PT	Marlette Bailey	FC
PT	Jamie Belmont	CD
PT	Sue Bierlich	CD
PT	Barbara Bragonier	CD
PT	Keith Carroll	ID
PT	Pam Fillmore	FN
PT	Dr. Tom Harris	CD
PT	Cortney Johns	CD
PT	Barbara Keller	ID
PT	Andrea Knudsen	CD
PT	Libby Spangler	FN
PT	Donelda Warhurst	CD
PT	Debbie Williams	CD
PT	Linda Wokurka	CD

Number of Student Majors: 962

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FULLERTON COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree
Home Economics - Dietetics	Gayle Gess		X
Home Economics - Teaching	Karen Titus		X
Home Economics	Karen Titus		X
Homemaking	Karen Titus		X
Interior Design/Commercial	Jerry Beitel	X	
Interior Design/Residential	Jerry Beitel	X	
Nursery School Administration	Neva Root	X	
Nursery School Teacher	Neva Root	X	
Samplemaker	Doris Fuqua	X	

Faculty	

Number of Student Majors: 232

GAVILAN COLLEGE
5055 Santa Teresa Blvd., Gilroy 95020
(408) 847-1400

District: Gavilan Joint CCD

Contact: Dr. Larry Moeller, Dean of Vocational Education
(408) 847-1400 x4721

Programs	Coordinator	Certificate	Degree
Child Development	Marlene Eltgroth	X	X
Early Childhood Education	Marlene Eltgroth	X	
Foster/Family Day Care	Marlene Eltgroth	X	
School Age Child Care	Marlene Eltgroth	X	
Child Health, Nutrition/Safety			
Child Pyschology			
The Person in the Life Cycle			
Nutrition			

Faculty		
FT	Kaye Bedell	NUT (Allied Health)
FT	Marlene Eltgroth	CD, ECE
FT	Dr. Marietta Segal	CD, ECE
PT	Jeanne Cleave	CD, ECE

Number of Student Majors:

GLENDALE COMMUNITY COLLEGE

1500 North Verdugo Rd., Glendale 91208
(818) 240-1000

District: Glendale CCD

Contact:
Frances F. Shaw
Division Chair
Family & Consumer Studies
(818) 240-1000 x383

Mr. Kenneth Patton, Dean of
Instruction/Career Education
(818) 240-1000 x247

Programs	Coordinator	Certificate	Degree
Child Development	Melita Baumann	X	X
Clothing/Textiles	Frances Shaw	X	X
Fashion Design	Frances Shaw	X	X
Fashion Merchandising	Frances Shaw	X	
Foodservice Management	Yei Mei Wang	X	X
Home Management (1 course)	Frances Shaw		
Interior Design (1 course)	Frances Shaw		
Nutrition (2 courses)	Yei Mei Wang		X
Parent Education	Dr. Jillayne Larson		

Faculty		
FT	Dr. Jillayne Larson	PE
FT	Frances Shaw	CD, ID, FD, CT, HM
FT	Yei Mei Wang	FSM, CA, FN
PT	Antonio Battaglia	CA, FSM, RM
PT	Melita Baumann	ECE, CD
PT	Sondra Brighouse	FN
PT	Terry Bush-Zurn	FN
PT	Donnalee Jackson	FD, CT
PT	Diane Lewis-Goldstein	CT, FM
PT	Mary Schiff	ECE, CD
PT	Sandra Symson	CD

Number of Student Majors: CD 150, FASH 60, FN/CA 100, CT 45

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GOLDEN WEST COLLEGE
15744 Golden West St., Huntington Beach 92647
(714) 892-7711

District: Coast CCD

Contact: Eleanor Gajewski
Coordinator of Curriculum Schedule
(714) 892-8139

Programs	Coordinator	Certificate	Degree
None			

Faculty	

Number of Student Majors:

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GROSSMONT COLLEGE

8800 Grossmont College Dr., El Cajon 92020
(619) 465-1700

District: Grossmont-Cuyamaca CCD

Contact:		
	Emilie Duggan-Zouhar Coord., Family & Consumer Studies (619) 465-1700 x327	Ann Daluiso, Interim Dean Business & Vocational Ed. (619) 465-1700 x105

Programs	Coordinator	Certificate	Degree
Child Development	Nori Behana	X	X
Dietetic Technician	Dr. Mary Hubbard		X
Family/Consumer Studies – general	Emilie Duggan-Zouhar	X	X
Fashion Merchandising	Emilie Duggan-Zouhar	X	X
Food & Nutrition	Dr. Mary Hubbard	X	
Foodservice Management	Evan Enowitz	X	X
Interiors	Emilie Duggan-Zouhar	X	
Nanny/Household Management	Cathie Robertson	X	X

Faculty

FT	Nori Behana	CD
FT	Mary Courtney	CD
FT	Ann Daluiso	GHE
FT	Sheridan DeWolf	CD
FT	Emilie Duggan-Zouhar	FC, CT, GHE
FT	Evan Enowitz	F, FSM
FT	Dr. Mary Hubbard	FCS, FN
FT	Loraine Martin	CD
FT	Cathie Robertson	GHE, NP
PT	Susan Algert	FN
PT	Jennifer Andrews	CD
PT	Barbara Chernofsky	CD
PT	Barbara Fletcher	CD
PT	Jenne Hill	CT
PT	Sarah Larson	FN
PT	Lori McNicholas	FD
PT	Lynn McKinley	GHE
PT	Jacque Parker	ID, FM
PT	Kathy Prickett	CD
PT	Carmel Repp	FC, ID
PT	Geneva Roberts	CD
PT	Dale Roybal	CT
PT	Bobbie Sacks	FN
PT	Joyce Sassano	ID
PT	Carol Stevens	CD
PT	Dennis Tuttle	ID
PT	Pandy Warner	CD
PT	George Yackey	FSM

Number of Student Majors: 100-200

HARTNELL COLLEGE
156 Homestead Avenue, Salinas 93901
(408) 755-6700

District: Hartnell CCD

Contact:	Gustavo Valadez-Ortiz Dean of Science and Math (408) 755-8875	Leslie Buckalew, Dean Occupational Education (408) 755-6960

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Linda Davey	X	X
Family & Consumer Studies (series of courses)	Linda Davey		
Foodservices Management (under Occupational Education)			

Faculty

FT	Linda Davey	ECE, FCS
FT	Jeanne Garcia	IA, ECE

Number of Student Majors: 0-50 (ECE majors: 222)

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial 92251
(619) 352-8320

District: Imperial CCD

Contact: Dr. Barbara Macci, Director
Consumer Education and Family Studies
(619) 352-8320 x231

Programs	Coordinator	Certificate	Degree
Consumer Ed. & Family Studies	Barbara Macci	X	X
Early Childhood Education	Barbara Macci	X	X
Nutrition Management	Barbara Macci	X	

Faculty		
FT	Barbara Macci	ECE
FT	Barbara Valentine	ECE
PT	Estefana Castro	NUT
PT	Sheryl Green	ECE
PT	Anne Laemmlen	ECE
PT	Fonda Miller	ECE
PT	Gloria Taylor	ECE
PT	Violet Vukasinovich	NUT

Number of Student Majors: 150-200

IRVINE VALLEY COLLEGE
14641 Yale Avenue, Irvine 92714
(714) 552-3409

District: Saddleback CCD

Contact: Mary McDonough
Manager/Instructor
(714) 552-3409

Programs	Coordinator	Certificate	Degree
Infant-Toddler	Mary McDonough	X	
Preschool	Mary McDonough	X	X
School-Age	Mary McDonough	X	

Faculty	
FT	Jerry Rudmann
PT	Julie Bowers
PT	Sharon Braun
PT	Marilee Cosgrove
PT	Barbara Files
PT	Susan Gradin
PT	Jan Gumbiner
PT	Rita Jamieson
PT	Sandy Litzie
PT	Susan McClintic
PT	Mary McDonough
PT	Nancy Noble

Number of Student Majors: 0-50

KINGS RIVER COMMUNITY COLLEGE
995 North Reed Avenue, Reedley 93654
(209) 638-3641

District: State Center CCD

Contact:		
	Karey Olson	Jerry Barkley
	Home Economics-Child Development	Dean of Vocational Education
	(209) 638-3641 x410	(209) 638-3641 x206

Programs	Coordinator	Certificate	Degree
Child Development	Karey Olson	X	X
Fashion Merchandising	Alan Avakian	X	X
Foods & Nutrition	Clark Williams		
(series of courses)	Department Chair		
Home Economics	Clark Williams		X

Faculty

FT	Alan Avakian	FN, FM
FT	Karey Olson	CD
PT	Lowell Boldt	CD
PT	Florence Chartier	CD
PT	Gail Egoian	CD
PT	Darell Franks	CD
PT	Margarete Kennedy	CD
PT	Beverley Loeffler	CD
PT	Carol Riggs Passmore	CD
PT	Cecil Trinadad	

Number of Student Majors: 200-250

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LAKE TAHOE COMMUNITY COLLEGE
1 College Drive
P.O. Box 14445, South Lake Tahoe 96151
(916) 541-4660

District: Lake Tahoe CCD

Contact: Lee Thiel, PhD
Dean, Humanities
(916) 541-4660, ext. 225

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Dr. Lee Thiel	X	X
Nutrition	Dr. Wait Griswold		

Faculty		
FT	Rexanne Ring	FN
PT	Al Bonadonna	ECE
PT	Laurie Galligher	ECE
PT	Barbara Guggia	ECE
PT	Patricia Kiger	ECE
PT	Debbie Langford	ECE
PT	Carol Ledesma	FN
PT	Rosemary Manning	ECE
PT	Terese Rogers	ECE
PT	Robert Stovall	ECE

Number of Student Majors: 20

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LANEY COLLEGE
900 Fallon Street, Oakland 94607
(415) 834-5740

District: Peralta CCD

Contact: Wayne Stoker, Department Chair
Food Preparation & Services
(415) 464-3404

Programs	**Coordinator**	**Certificate**	**Degree**
Baking		X	X
Culinary Arts		X	X
Food Preparation & Services	Wayne Stoker		
Courses Offered:			
Ala Carte Cooking			
Gourmet Cooking			

Faculty		
FT	Casey Jatczak	FSM
FT	Roger Riley	FSM
FT	Cleo Ross	FSM
FT	Wayne Stoker	FSM

Number of Student Majors: 0-50

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LAS POSITAS COLLEGE
3033 Collier Canyon Road
Livermore, CA 94550

District: South County CCD

NO INFORMATION RECEIVED

Programs	Coordinator	Certificate	Degree

Faculty	

Number of Student Majors:

LASSEN COLLEGE
Hwy 139, P.O. Box 3000, Susanville 96130
(916) 257-6181

District: Lassen CCD

Contact: Thoyd Latham
(916) 257-6181 x119

Programs	Coordinator	Certificate	Degree
None			
Courses Offered: Clothing Construction International Foods	Carol Bergin		

Faculty			
PT	Carol Bergin	CC	
PT	Gloria Porter	IF	
PT	Martha Sweet	CC	
PT	Sharon Yonehara	IF	

Number of Student Majors:

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LONG BEACH CITY COLLEGE
4901 East Carson St., Long Beach 90808
(213) 420-4111

District: Long Beach CCD

Contact:		
	Debra Schaefer, Department Head Home Economics Department (213) 420-4336	Phyllis Comiskey, Dept. Head Child Development Dept. (213) 420-4549

Programs	Coordinator	Certificate	Degree
Child Development	Phyllis Comiskey	X	X
Consumer Homemaking Education	Lynne Miller		X
Dietetic Assistant	Linda Huy	X	X
Dietetic Technician	Linda Huy	X	X
Early Childhood Education	Phyllis Comiskey	X	X
Fashion Design	Diane Burton	X	X
Fashion Merchandising	Debra Schaefer	X	X
Interior Design	Jackie Butler	X	X
Parent Education	Phyllis Comiskey	X	X

Faculty

FT	Diane Burton	FD
FT	Jackie Butler	ID
FT	Phyllis Comiskey	CD, ECE, PE
FT	Mary Edmunds	CD, ECE, PE
FT	Elvia Fox	FN
FT	Linda Huy	DET
FT	Nancy Liggett	CD, ECE, PE
FT	Lynne Miller	CE
FT	Christine Quang Jacobs	CD, ECE
FT	Fran Ragland	CD, ECE
FT	Carrie Reach	CD, ECE, PE
FT	Debra Schaefer	FD
FT	Patricia Thompson	CD, ECE, PE
FT	Patricia Toliver-Gary	CD, ECE

(Numerous part-timers in Division of Family and Consumer Studies)

Number of Student Majors: 500

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LOS ANGELES CITY COLLEGE
855 North Vermont Ave., Los Angeles 90029
(213) 953-4000

District: Los Angeles CCD

Contact:

Joan Hudiburg
Department Chair
Family & Consumer Studies
(213) 953-4235

Robert Wilkinson
Dean, Office of Instruction
(213) 953-4280

Programs	**Coordinator**	**Certificate**	**Degree**
Child Development	Cheryl L. Werble	X	X
Dietetic Service Supervisor	Joan Hudiburg	X	
Dietetic Technician	Joan Hudiburg	X	X

Faculty		
FT	Joan Hudiburg	FN, DET
FT	Marc M. Mathias	CD, FS
FT	Glenda J. Proby-Smith	FN
FT	Patty Schmolze	CD
FT	Cheryl L. Werble	CD
PT	Mary Bownan	CD
PT	Elizabeth Evans	CD
PT	Marie Harvey	CD
PT	Sue Iwata	DET
PT	Margaret Moore	CD
PT	Ande Sanders	CD
PT	Janice Young	DET
PT	Leanna Watts	CD
PT	Elizabeth Wenz	FN

Number of Student Majors: 150-200

LOS ANGELES HARBOR COLLEGE
1111 Figueroa Place, Wilmington 90744
(213) 518-1000

District: Los Angeles CCD

Contact: Irene Ordon, Professor
Family & Consumer Studies
(213) 518-1000 x463

Programs	Coordinator	Certificate	Degree
Child Development	Cheryl Watson	X	X
Interior Design	Irene Ordon	X	X

Faculty			
FT	Irene Ordon	ID, GHE, CO	
FT	Joyce Parker	FN, CD, CO	
FT	Cheryl Watson	CD	

Number of Student Majors: 51-100

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LOS ANGELES MISSION COLLEGE
13356 Eldridge Ave., Sylmar 91342
(213) 364-7600

District: Los Angeles CCD

Contact: Dr. Eloise Fernandez Cantrell
Acting Dean
Vocational/Technical Education
(818) 364-7625

Programs	Coordinator	Certificate	Degree
Bilingual-Bicultural Education	Eloise Cantrell	X	X
Child Development	Doris McClain	X	X
Consumer Studies & Management	Eloise Cantrell	X	X
Family & Consumer Studies		X	X
Fashion Merchandising	Sally Silvers	X	X
Gerontology Emphasis	Sandra Lampert	X	X
Interior Design Emphasis	Sally Silvers	X	X
Marriage & Family Life	Eloise Cantrell		
Nutrition & Dietetics Emphasis	Eloise Cantrell	X	X
Textiles & Clothing Emphasis	Sally Silvers	X	X

Faculty			
FT	Eloise Cantrell	FN, DET, CSM, FS, BIA, F, NUT	
FT	Annabelle Godwin		
FT	Sandra Lampert	CSM, GER, HM	
FT	Doris McClain	CD	
FT	Sally Silvers	ID, CT, FM, APM, FC	
PT	Juliet Bringas	FN, DET	
PT	Jan Silvers		

Number of Student Majors: 250

LOS ANGELES PIERCE COLLEGE
6201 Winnetka Avenue, Woodland Hills 91371
(818) 347-0551

District: Los Angeles CCD

Contact: Cathy Cameron
Dean of Academic Affairs
(818) 719-6451

Programs	Coordinator	Certificate	Degree
No courses/programs offered			

Faculty	

Number of Student Majors: 249

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LOS ANGELES SOUTHWEST COLLEGE
1600 West Imperial Hwy, Los Angeles 90047
(213) 241-5240

District: Los Angeles CCD

Contact:
Dr. Regene L. Mitchell
Child Development
(213) 241-5240
Toni Rhodes, Child Development
(213) 241-5209

Pauline Itow
Family & Consumer Studies
(213) 241-5353

Programs	**Coordinator**	**Certificate**	**Degree**
Child Development	Regene Mitchell/Toni Rhodes	X	X
Family & Consumer Studies (Transfer Courses)	Pauline Itow		

Faculty		
FT	Pauline Itow	FN, CD
FT	Regene Mitchell	CD, FCS
FT	Toni Rhodes	CD
PT	Natha Lusk	CD
PT	Priscilla McClenahan	CD
PT	Velma Melancon	CD
PT	Maxine Mobley	CD
PT	Helen Monteilh	CD
PT	Gwendolyn Patin	CD
PT	M.O. Williams	CD

Number of Student Majors: 201-250

250

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LOS ANGELES TRADE-TECHNICAL COLLEGE
400 West Washington Blvd., Los Angeles 90015
(213) 744-9509
District: Los Angeles CCD

Contact:

Sharon Tate, Acting Dean
Academic Affairs
(213) 744-9004

Lenore Eisenstein, Ass. Dean
The Fashion Center
(213) 744-9475 or 9471
Ernest Green, Director
Culinary Arts/Baking
(213) 744-9480

Programs	Coordinator	Certificate	Degree
Fashion Design	L. Eisenstein	X	X
Fashion Merchandising	L. Eisenstein	X	X
Tailoring	L. Eisenstein	X	
Culinary Arts	E. Green	X	X
Professional Baking	E. Green	X	X
Restaurant Management	E. Green		X
Visual Merchandising and Display	L. Eisenstein	X	X

Faculty

FT	Helen Armstrong	FD	FT	Ernest Green	CA
FT	Dorothy Avazian (LTS)	FD	FT	Yuki Hatashita	FD
FT	Gustave Banse	CA	FT	John Hedley	CA
FT	Nancy Berkoff	CA	FT	Louis LaSalvia	FD
FT	Arland Bragg	FM, VMD	FT	Nancy Livingston (LTS)	FD
FT	Mary Brand	FD	FT	Donald Schubert	CA
FT	Inga Broulard	FD	FT	Geraldine Swenson-Goetz	FD
FT	Virginia Davis (LTS)	FD	FT	Deborah Thompson	PD
FT	Pat Davis-Evan	FD	FT	Sheila Wirt	FD
FT	Bernice Denard	FD	PT	Carol Anderson	FD
FT	Lenore Eisenstein	FM	PT	Nick Baccari	Tailoring
FT	Hans Estrup	FD	PT	Cynthia Butler	FM
FT	Doris Exum	FD	PT	Eleanore Davis	FD
FT	Susan Feigenbaum	CA			
FT	Joyce Gale	FD			

(continued on next page)

Number of Student Majors: 150-900

LOS ANGELES TRADE-TECHNICAL COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree

Faculty		
PT	Kristin Gloviak	FD
PT	Ruth Guerrero	FD
PT	Don Gunderson	FD
PT	Susan Halevy	FM
PT	Danielle Hickman	FM
PT	Jean Lawrence	FD
PT	Michelle Lininger	FD
PT	Ron Martin	FM
PT	Jack Meisner	Tailoring
PT	Linda Melin	FD
PT	Iris Petrie	FD
PT	Arthur Puchalski	PB
PT	Suzanne Stern	FD
PT	Loretta Sweeney	FD
PT	Vivianne Thomas	FD
PT	Benito Torda	Tailoring
PT	Adrienne Zinn	FM

Number of Student Majors:

252

LOS ANGELES VALLEY COLLEGE
5800 Fulton Avenue, Van Nuys 91401
(213) 781-1200

District: Los Angeles CCD

Contact: Barbara Follosco, Department Chair
Family & Consumer Studies/Child Development
(818) 781-1200 x298/279

Programs	Coordinator	Certificate	Degree
Bilingual Teacher Aide	Barbara Follosco	X	X
Child Development	Barbara Follosco	X	X
Education Aide	Barbara Follosco	X	X
Family & Consumer Studies	Barbara Follosco		X
Fashion Merchandising	Doris Davis	X	X
Interior Design	Doris Davis	X	X
Nutrition	Barbara Follosco		X
Special Education	Barbara Follosco	X	X

Faculty		
FT	Doris Davis	CT, FM, ID, FD
FT	Louise Dean	CD
FT	Barbara Follosco	CD
FT	Frances Hardy	CD
FT	Bea Stern	CD
PT	Marti Binsley	QD
PT	Joanne Bloomfield	CT
PT	Peggy Caballero	FN
PT	Gwen Daphna	CD
PT	Gail Franklin	CD
PT	Trudy Heiman	CT
PT	Lawrence Merkle	CD
PT	Doris Power	ID
PT	Margaret Spry	CD
PT	Nancy Webb	CD

Number of Student Majors: 50-100

LOS MEDANOS COLLEGE
2700 East Leland Road, Pittsburg 94565
(415) 439-2181

District: Contra Costa CCD

Contact: Harriet Shaffer, Chair
Child Development
(415) 439-2181 x240/241

Programs	Coordinator	Certificate	Degree
Child Development	Harriet Shaffer	X	X

Faculty			
FT	Ed Lewis	ECD	
FT	Harriet Shaffer	ECD	
FT	Robert Zavala	ECD	
FT	Naomi Zipkin	ECD	

Number of Student Majors: 30

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COLLEGE OF MARIN
College Avenue, Kentfield 94904
(415) 457-8811

District: Marin CCD

Contact: Joaquin Armendariz
Dean of Arts & Sciences
(415) 485-9484
(Kentfield Campus and Indian Valley Campus)

Programs	Coordinator	Certificate	Degree
None			

Faculty	

Number of Student Majors:

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MENDOCINO COLLEGE
P.O. Box 3000, Ukiah 95482
(707) 468-3002

District: Mendocino-Lake CCD

Contact:		
	Penny Walker Child Development Program (707) 468-3089	Susan Bell Associate Dean of Instruction (707) 468-3016

Programs	Coordinator	Certificate	Degree
Child Development	Penny Walker		X
Early Childhood Education		X	
Textiles/Clothing Construction	Pat Hayes	X	
Textiles/Weaving	Holly Blackmann	X	
Courses:			
Fashion Sewing I (courses only)			
Foods & Nutrition (courses only)			

Faculty		
FT	Holly Blackmann	FC
FT	Penny Walker	CD
PT	Ruth Barnes	FC
PT	Cassie Gibson	CD
PT	Pay Hayes	FC
PT	Vicki Patterson	CD
PT	Vernise Pelzel	CD
PT	Pat Thygesen	CD

Number of Student Majors: 20-25

256

MERCED COLLEGE
3600 M Street, Merced 95340
(209) 384-6000

District: Merced CCD

Contact: Deanna Hauser
Home Economics Program
(209) 384-6056

Lucille Milani, Chair
Business Division
(209) 284-6057

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Sue Mensinger	X	X
Fashion Merchandising	Lucille Milani	X	X
Home Economics	Deanna Hauser	X	X
Early Childhood Education Los Banos Campus	Barbara Penney	X	X

Faculty		
FT	Deanna Hauser	CD, FN, GHE
FT	Sue Mensinger	CD
FT	Lucille Milani	CT, FC, CD
FT	Barbara Penney	CD
PT	Donna Acheson	CT, FC
PT	Louise Farley	CT, ID
PT	Deanna King	FN
PT	Allison Klein	CD
PT	Kelly Lake	CD
PT	Linda Melton	CT, GHE
PT	Susie Swenson	CD
PT	Patricia Williams	CD

Number of Student Majors: 50-100

257

MERRITT COLLEGE
12500 Campus Drive, Oakland 94619
(415) 531-4911

District: Peralta CCD

Contact: Mardree Scott, Chairperson
Human Services
(310) 531-4911 x2524 or 436-2524

Programs	Coordinator	Certificate	Degree
Child Development	Mardree Scott	X	X
Dietetic Assistant	Susan Houston	X	
Family & Consumer Studies	Susan Houston		X

Faculty		
FT	Susan Houston	FN, GHE, DET
FT	Betty McFarlane	ECE, CD
FT	Mardree Scott	ECE, CD
FT	Cynthia Whitfield	ECE, CD

Number of Student Majors: 51-100

MIRA COSTA COLLEGE
One Barnard Drive, Oceanside 92054-3899
(619) 757-2121

District: Mira Costa CCD

Contact: Bruce Stewart, Dean
Vocational Education & Applied Science
(619) 757-2121 x376

Programs	**Coordinator**	**Certificate**	**Degree**
ECE	Leslynn Grandey	X	X
Non-credit Courses Offered: Child Development Gerontology Homemaking Arts Parent Education	Kris Stonebreaker (619) 967-6527		

Faculty	
Courses taught by part-time staff	

Number of Student Majors: ECE - 100

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MISSION COLLEGE
3000 Mission College Blvd., Santa Clara 95054
(408) 988-2200

District: West Valley Joint CCD

Contact: Sandra Brown
Hospitality Management
(408) 988-2200 x1581

Programs	Coordinator	Certificate	Degree
Dietary Supervisor	Sandra Brown	X	
Hospitality Management	Manfred Boegeholz	X	X

Faculty	
FT	Dietrich Amarell
FT	Manfred Boegeholz
FT	Sandra Brown, RD
FT	Dr. Lee Callaway, RD
PT	Gloria Baird
PT	Ken Drake
PT	Julie Dutcher
PT	Tom Free
PT	Alma Kopernik
PT	Bruce Poppenhagen
PT	Walter Roach
PT	Donna Ruth

Number of Student Majors:

260

MODESTO JUNIOR COLLEGE
435 College Avenue, Modesto 95350
(209) 575-6498

District: Yosemite CCD

Contact: Gary Mendenhall, Division Dean
Home Economics/Trade & Technical Education
(209) 575-6332

Programs	Coordinator	Certificate	Degree
Child Development	Ann Dutton Sandy Bucknell Bobbie Kline	X	X
Fashion Merchandising	Sy Ogawa, Diane Wirth	X	X
Foodservice	Julia Galloway	X	X
Interior Design	Sy Ogawa, Diane Wirth		X

Faculty

FT	Sandy Bucknell	CD, FCS
FT	Ann Dutton	CD
FT	Julia Galloway	FN, FS
FT	Bobbie Kline	CD
FT	Joy Mace	FM
FT	Sy Ogawa	FC, FM
FT	Dane Wirth	FC
PT	Jeff Anderson	CD
PT	Becky Bettencourt	FSM
PT	Nancy Blackmore	
PT	Judy Birch	CD
PT	Shirley Dalla Villa	CD
PT	JoLynn DiGrazia	
PT	Donna Durham	CD
PT	Gary Gerz	ID
PT	Ruth Harden	FSM
PT	Eugenia Hatch	CD
PT	Sharon Hawley	CD
PT	Diana Herrera	CD
PT	Pat Herzog	CD
PT	Loretta Hewitt	FSM
PT	Bill Horn	FSM
PT	Donna Lazar	ID
PT	Janet Lea-Herlihy	CD
PT	Cammie Lear	CD
PT	Margie McLean	CD
PT	Wendy Nipper	CD
PT	Patti Pearce	CD
PT	Marcia Perkins	CD
PT	Linda Perry	CD
PT	Sarah Purcell	CD
PT	Sandy Sample	CD
PT	Brian Weiss	FSM

Number of Student Majors: 750

MONTEREY PENINSULA COLLEGE
980 Fremont Blvd., Monterey 93940
(408) 646-4010

District: Monterey Peninsula CCD

Contact: Diane Bower, Department Head
Home Economics Department
(408) 646-4138

Programs	Coordinator	Certificate	Degree
Fashion Merchandising		X	
Home Economics	Diane Bower	X	X
Interior Design		X	X

Faculty		
FT	Diane Bower	ID, CT
FT	Mary Nelson	FN, CT, FM
FT	Jackie Pentoney	ECE
PT	Judy Brooks	FN
PT	Kay Covert	FN
PT	Carol Felding	FM
PT	Janice Harrell	FN
PT	Hans Lehman	FM
PT	Oliver White	ID

Number of Student Majors: 51-100

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MOORPARK COLLEGE
7075 Campus Road, Moorpark 93021
(805) 378-1400

District: Ventura County CCD

Contact: Don Matthews
Division of Technology
(805) 378-1402

Programs	Coordinator	Certificate	Degree
Early Childhood Development	Linda Cravens	X	X
Interior Design	Paul Pritchett	X	X
Nutrition	Judy Alexander	X	

Faculty			
FT	Judy Alexander	NUT	
FT	Linda Cravens	CD	
FT	Paul Pritchett	ID	
PT	Rosalie Bergman	CD	
PT	Dianne Cohn	CD	
PT	Bridget Harvey Elliott	NUT	
PT	Bonnie Hoult	CD	
PT	Kathleen Reiter	CD	
PT	Cristabel Schadt	CD	
PT	Pat Sendejas	ID	
PT	Dianne K. Smith	CD	
PT	Maria Smith-Green	CD	
PT	Linda Vickers	NUT	

Number of Student Majors: 150-200

MT. SAN ANTONIO COLLEGE

1100 North Grand Avenue, Walnut 91789
(714*) 594-5611 (*Effective 11/14/92, area code will change to 909)

District: Mt. San Antonio CCD

Contact: Marjorie Chitwood, Assoc. Dean
Business/Home Economics Division
(714) 594-5611 x4621

Programs	Coordinator	Certificate	Degree
Consumer Services	Joann Driggers	X	
Early Childhood Development	Katie Gerecke	X	X
Children's Program Administration, Infant Toddler, School Age Child, Family Child Care, Small Business Management, Foster Care			
Fashion Merchandising	Joann Driggers/	X	X
Fashion Consultant	Phillis Specht	X	
Fashion Media Performance		X	
	(continued on next page)		

Faculty

FT	Iris Baker	ID	PT	Jan Doolittle	ECD
FT	Marjorie Chitwood	CT, FC, CHE	PT	Meredith Eggan	CT
FT	Jean Cohn	ECD	PT	Myrna Evans	FM
FT	Melanie Diederichs	ECD	PT	Karen Ezaki	ECD
FT	Joann Driggers	FC, CE, FM	PT	Roger Greenlaw	ID
FT	Anne Fortini	FN, HM, ID	PT	Janette Henry	ECD
FT	Katie Gerecke	ECD	PT	Rosalind Iwasaki	ECD
FT	Carol Harsha	CT, FC	PT	Claudia Keller	FM
FT	Laurie Koukol	ECD	PT	Louise Mast	NUT
FT	Stella Miller	FN, NUT	PT	Joyce Ours	NUT
FT	Karlene Morris	ID	PT	Susan Pecoraro	ECD
FT	Liz Norene	ECD	PT	Marilyn Read	ID
FT	Phyllis Specht	CT, FM	PT	Judith Sanders	ECD
PT	Mona Butler	ECD	PT	Joann Schubert	FM
PT	Carolin Caverly	CHE	PT	Kathy Watanabe	ECD
PT	Beth Cooper	FN			

Number of Student Majors: 500-600

MT. SAN ANTONIO COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree
Foodservice	Stella Miller		
Restaurant Management		X	X
Home Economics	Marjorie Chitwood	X	X
Interior Design	Karlene Morris	X	X
Commercial and Residential			
Advanced		X	

Faculty	

Number of Student Majors: 265

MT. SAN JACINTO COLLEGE
1499 N. State St., San Jacinto 92583
(714*) 654-8011 (*Effective 11/14/92, area code will change to 909)

District: Mt. San Jacinto CCD

Contact: Katherine Botts
Early Childhood Studies Coordinator
(714) 654-8011 x1612

Programs	Coordinator	Certificate	Degree
Early Childhood Studies (under Vocational Education and Social Sciences)	Katherine Botts	X	X

Faculty			
FT	Katherine Botts	ECS	
PT	Rosa Lee Acevedo	ECS	
PT	Ann Cerecedes	ECS	
PT	Rose Diehl	ECS	
PT	Adrienne Garrison	ECE	
PT	Lynda Hessner	ECS	
PT	Sheila Hillis	ECS	
PT	Georgann Koenig	ECS	
PT	Jennifer Lloyd	ECS	
PT	Ellen O'Brien-Garcia	ECS	
PT	Judy Oralls	ECS	
PT	Donna White	ECS	

Number of Student Majors: 850

NAPA VALLEY COLLEGE
2277 Napa-Vallejo Highway, Napa 94558
(707) 255-2100

District: Napa Valley CCD

Contact:	Carole Kelly Child & Family Programs/Services (707) 253-3248 or 253-3111	Dean Ehlen, Division Chair Technical Division (707) 253-3236

Programs	Coordinator	Certificate	Degree
Early Childhood Education (under Technical Division)	Carole Kelly	X	X

Faculty			
FT	Janet Gonzalez-Mena	PE,ECE, FS,CD	
FT	Carole Kelley	PE,ECE, FS,CD	
PT	Bev Aguilar		
PT	Debby Barbose		
PT	Barry Bussewitz		
PT	Laurie Enright		
PT	Claudia Robbins		
PT	Nevin Saunders		

Number of Student Majors: 150

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OHLONE COLLEGE
43600 Mission Blvd., P.O. Box 3909, Fremont 94539
(415) 657-2100

District: Fremont-Newark CCD

Contact: Colleen M. Carr or Betty Clamp, Directors
Consumer Sciences, Fashion Merchandising & Community Outreach
(415) 659-6220

Programs	Coordinator	Certificate	Degree
Caterer/Demonstrator		X	X
Clothing & Textiles	Colleen Carr	X	X
Consumer/Homemaker		X	X
Dressmaking/Alterations		X	X
& Needle Arts		X	X
Early Childhood Studies/ Education	Barbara Burri, Dept. Chair	X	X
Foods & Nutrition	Betty Clamp	X	X
Foodservice		X	
Interior Design	Denise Owen, Dept. Chair	X	X
Nutrition Program Assistant		X	X

Faculty

FT	Colleen Carr	CT, FC
FT	Betty Clamp	FN
PT	Alta Jo Adamson	FC
PT	Charlene Bolton	CT
PT	Roseann Slonsky-Breault	FC
PT	Mary Dalcino	FN
PT	Denise Merlin	FC

Number of Student Majors: 51-100

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ORANGE COAST COLLEGE
2701 Fairview Road, Costa Mesa 92626
(714) 432-0202

District: Coast CCD

Contact: Division Dean
Consumer & Health Sciences
(714) 432-5702

Programs	**Coordinator**	**Certificate**	**Degree**
Clothing & Textiles:	Christina Amaral		
Dressmaking/Alterations		X	
Early Childhood - Administration	Mary Belcher	X	
Early Childhood Education	Mary Belcher	X	X
Early Childhood/Early Primary	Mary Belcher		
Early Childhood/In-Home Caregiver	Mary Belcher		
Early Childhood/Infant Toddler	Mary Belcher	X	
Fashion Design		X	
Home Economics			X
Home Management	Pat Mogan	X	
Image Consulting	Chris Amaral	X	
Interior Design	Susan Coleman	X	

Faculty			
FT	Christina Amaral	CT	
FT	Dan Beard	RM	
FT	Mary Belcher	ECE	
FT	Linda Clark		
FT	Susan Coleman	CT, ID	
FT	Barbara Cooper	FSM	
FT	Eleanor Huang	DET	
FT	Pat Mogan	FN, HM, CE	
FT	Glenda Riddick	HS, ECE	
FT	Ken Scripsma	HTM	
FT	Annette Unten	ECE	

Number of Student Majors: 650-800

OXNARD COLLEGE
4000 South Rose Avenue, Oxnard 93033
(805) 986-5800

District: Ventura County CCD

Contact:	Jeri Lupton Child Development (805) 986-5801	DeLois Flowers Director of Library Services (805) 986-5800

Programs	Coordinator	Certificate	Degree
Child Development Family Day Care Provider Foster Parent Training	Jeri Lupton	X	X

Faculty			
FT	Jeri Lupton	CD	
PT	Kristi Almeida-Bower	CD	
PT	Sherry Laboon	CD, FDC	
PT	Clara Lawson	CD	
PT	Betty Sahota	CD	
PT	Bea Sandy	CD, FP	
PT	Rosalie Wasef	CD	

Number of Student Majors: 0-50

PALO VERDE COLLEGE
811 West Chanslorway, Blythe 92225
(714*) 922-6168 (*Effective 11/14/92, area code will change to 909)

District: Palo Verde CCD

Contact: Dr. Wilford J. Beumel
Superintendent/President
(714) 922-6168

Programs	Coordinator	Certificate	Degree
Custom Sewing & Alterations	Dr. Erie Johnson	X	
Child Development			X
Foods & Nutrition (series of courses)			

Faculty			
PT	Ophelia Cruz	CT	
PT	Donald Kuykendall	CD	
PT	George Smallwood	FN	
PT	Anna Weete	FN	

Number of Student Majors: 0-50

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PALOMAR COLLEGE
1140 West Mission, San Marcos 92069
(619) 744-1150

District: Palomar CCD

Contact: Margaret Gunther, Department of
Family & Consumer Sciences
(619) 744-1150 x2350/2352

Programs	Coordinator	Certificate	Degree
Family & Consumer Science	Margaret Gunther Patricia Law	X	X
Fashion Design	Christine Tejeda	X	X
Fashion Merchandising	Nancy Galli	X	X
Institutional Foodservice			
Training	Margaret Gunther	X	X
School Food Service Manager		X	X
Dietetic Service Supervisor		X	X
Interior Design	Lori Graham-Bunny	X	X
ROP Child Care	Barbara Peters	X	

Faculty		
FT	Nancy Galli	CT, FM
FT	Lori Graham-Bunny	ID
FT	Margaret Gunther	FN, FM
FT	Patricia Law	GHE, HM, CE, CD
PT	Sandra Andre	ID
PT	Robert Berdell	FM, FD
PT	Becky Carter	FM
PT	Sarah Coffin	FN
PT	Kathy Meister	ID
PT	Janice Orr	FD, CT
PT	Virginia Ridgeway	ID
PT	Suzanne Simoncic	FM
PT	Monti Stratton	FD
PT	Lilly Ulitt	FN
PT	Angela Venturella	FD
PT	Rebecca Wisniewski	ID

Number of Student Majors: 151-200

272

PASADENA CITY COLLEGE
1570 East Colorado Blvd., Pasadena 91106
(818) 578-7123

District: Pasadena Area CCD

Contact: Dr. Betty R. Kisbey, Dean
Economic Development/
Vocational Education
(818) 585-7301

Programs	Coordinator	Certificate	Degree
Early Childhood Education		X	
Fashion		X	
Food Services		X	
Interior Design		X	
Courses Offered:			
Consumer & Homemaking Ed.			
Industrial Sewing			

Faculty	
PT	Carol Nott
PT	Mary Uchiyama

Number of Student Majors:

273

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PORTERVILLE COLLEGE
900 South Main Street, Porterville 93257
(209) 781-3130

District: Kern CCD

Contact: Dr. Ed J. Muraski
Dean of Instruction
(209) 781-3130

Programs	**Coordinator**	**Certificate**	**Degree**
Child Development	Prudy Tanner	X	X

Faculty			
FT	Paul Nay	CD	
FT	Prudy Tanner	CD	
FT	Howard Waters	CD	
PT	Polly Baker	CD	
PT	Karen Ball	CD	
PT	Karen Cardell	CD	
PT	Sandee Hodges	CD	
PT	Donna Scheer	CD	

Number of Student Majors: 18 Day, 10 Evening

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RANCHO SANTIAGO COLLEGE
Seventeenth at Bristol, Santa Ana 92706
(714) 667-3000

District: Rancho Santiago CCD

Contact:	Karen Conrad Department Chair Family & Consumer Studies (714) 564-6842	Gloria Guzman, Chair Human Development Dept. (714) 564-6810

Programs	Coordinator	Certificate	Degree
Catering Arts (option)	Dominic Dardario	X	X
Computer Fashion Design	Karen Conrad		
Family & Consumer Studies	Karen Conrad		X
Fashion Design/Custom Clothing	Karen Conrad	X	X
Fashion Merchandising	Karen Conrad	X	X
Human Development	Gloria Guzman Jim Pugh Bernie Schwartz	X	X
Interior Design	Valinda Tivenan	X	X
Nutrition & Dietetics	Carol Reynolds		X

Faculty		
FT	Karen Conrad	CT, FC
FT	Carol Reynolds	FN
FT	Valinda Tivenan	ID
PT	Leslie Butz	FN
PT	Carolyn Caverly	CT, FC
PT	Ronald Coury	FC
PT	Dominic Dardario	Catering
PT	Meredith Eggan	CT
PT	Debra Friedberg	CT
PT	Cathy Gilmore	FN
PT	Norma Holmes	FC
PT	Barbara Lolli	ID
PT	Martha Lothers	ID
PT	Cindy Mead	ID
PT	Janet Milendinovich	CT

Number of Student Majors: 250-300

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COLLEGE OF THE REDWOODS
7351 Tompkins Hill Road, Eureka 95501-9302
(707) 445-6855 or (707) 445-6789

District: Redwoods CCD

Contact:		
	Cristina Wold, Chairperson Early Childhood Education (707) 445-6855	Lea Mills, Director Arts & Humanities (707) 445-6789

Programs	Coordinator	Certificate	Degree
Clothing	Cristina Wold	X	X
Early Childhood Education	Christine Titus	X	X
Early Childhood Supervision	Christine Titus	X	
Fashion Merchandising*	Lea Mills		
Foods	Cristina Wold	X	
Foods Service	Cristina Wold	X	X
Culinary Arts Management	Cristina Wold	X	X
Foster Parenting	Lea Mills	X	
Hospitality Services Training	Cristina Wold	X	X
Travel Management	Lea Mills	X	

*Starting Fall, 1992

Faculty		
FT	Cristie Wold	F, C, HTS, FS GHE, FSM
PT	Deborah Christensen	TM
PT	Betsy Coyle	ECE
PT	Heidi Cussick	FS
PT	Loreen Dunaway	ECE
PT	Fran Edge	ECE
PT	Alan Kantor	FS
PT	Deborah Krzesni	RD, FS
PT	Ken Millner	FM
PT	Marnie Press	ECE
PT	Betty Smith	ECE
PT	Betty Thompson	FLE
PT	Christine Titus	ECE
PT	Bev Turpen	TM

Number of Student Majors: 0-50

RIO HONDO COLLEGE
3600 Workman Mill Road, Whittier 90608
(213) 692-0921

District: Rio Hondo CCD

Contact:		
	Dr. Tony Nevarez Social Science Division Dean Child Development Program (213) 692-0921 x241	Dick Whiteman Dean of Occupational Education (213) 908-3425

Programs	Coordinator	Certificate	Degree
Child Development	Dr. Tony Nevarez	X	X
Early Childhood Education		X	X

Faculty			
FT	Janet Kelley	CD	
FT	Carol Sigala	CD	
PT	Pauline Carrillo	CD	
PT	Dale Spear		
PT	Patrice Thatcher-Stephens	CD	
PT	Kathy Watanabe		

Number of Student Majors: 51-100

RIVERSIDE COMMUNITY COLLEGE
4800 Magnolia Avenue, Riverside 92506
(714*) 684-3240 (*Effective 11/14/92, area code will change to 909)

District: Riverside CCD

Contact: Cheryl Roberts
Dean, Early Childhood Studies
684-3240, x541

Programs	Coordinator	Certificate	Degree
Early Childhood Studies	Cheryl Roberts	X	X

Faculty	
Carol Salgado Debbie Whitaker	

Number of Student Majors:

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SACRAMENTO CITY COLLEGE
3835 Freeport Blvd., Sacramento 95822
(916) 449-7111

District: Los Rios CCD

Contact:		
	Ava Craig-Waite Department Chair (916) 449-7401	Dr. Vickie J. Fong, Dean Behavioral and Social Science (916) 449-7401

Programs	Coordinator	Certificate	Degree
Alterations Program		X	
Early Childhood Education		X	X
Home Economics			X
Instructional Assistant (elementary)			X
Instructional Assistant (bilingual/bicultural)			X
Special Education			X

Faculty					
FT	Berneice Clayton	ECE	PT	Nancy O'Connor	ECE
FT	Ava Craig-Waite	HS, FN, CD	PT	Valerie O'Neal	ID
FT	Gloria Lopez	FT, CD, HS, ECE	PT	Ann O'Neil	CD
FT	Marie Maschmeyer	FT, CT	PT	Patricia Peck	CD
FT	Elsie Takeguchi	FN, FCS, GER	PT	David Probert	FN
FT	Junia Wager	FN	PT	Betty Reuben	ECE
PT	Darlene Clayton	CD	PT	Ellie Zelmer	CT
PT	Melanie Dandrige	ID			
PT	Eunice Graves	CD			
PT	Sandra Haas	FN			
PT	B.J. Jordon	ECE			
PT	Anne-Hall Kress	ECE			
PT	Carol Merritt	ECE			
PT	Bonnie Mischo	FN			

Number of Student Majors: 351-400

SADDLEBACK COLLEGE
28000 Marguerite Pkwy, Mission Viejo 92692
(714) 582-4500

District: Saddleback CCD

Contact: Margaret Gritton and Ruth Jacobson
Department Chairpersons
Consumer & Family Resources
(714) 582-4548 or (714) 582-4949

Programs	Coordinator	Certificate	Degree
Advanced Fashion Design	Margaret Gritton	X	X
Airline Flight Attendant	C. Fowler/R. Jacobson	X	X
Color & Wardrobe Consulting	N. Kessler/M. Gritton	X	X
Consumer Services	B. Gershman/M. Gritton	X	X
Custom Dressmaking/ Wardrobe Consulting	Margaret Gritton	X	X
Fashion Design	Margaret Gritton	X	X
Fashion Merchandising	N. Kessler/M. Gritton	X	X
Fashion Reporting	N. Kessler/M. Gritton	X	X
(continued on next page)			

Faculty

FT	Carol Fowler	AFA	PT	Dave Lampe	TM
FT	Barbara Gershman	FN	PT	Lisa Lee	FN
FT	Margaret Gritton	CT	PT	Linda Lindenberger	CT
FT	Ruth Jacobson	ID	PT	Marti Lothers	ID
FT	Nancy Kessler	CT	PT	Linda Lukasik	FN
FT	Julie Pettengill	CFR	PT	Christine Mariotti	CT
FT	Arlene Thomas	ID	PT	Helenka Mellin	ID
PT	Margaretha Allebes	FN	PT	Ann Mischel	CT
PT	Hilda Balanchard	CT	PT	Jack Morris	ID
PT	Sherrie Belfield	TM	PT	James Pedersen	TM
PT	Marcia Carman	FN	PT	Lanis Petersen	ID
PT	Carolin Caverly	CT	PT	Irini Rickerson	ID
PT	Valerie Celestin	ID	PT	Jeanne Robinson	TM
PT	Caroline Dash	FN	PT	Sonja Roos	ID
PT	Frank Davee	TM	PT	Angie San Mateo	FN
PT	Jean Hardy	CT	PT	Shirley Walsh	TM
PT	Kerry Kelly	FN	PT	Eleanor Widolf	FN
PT	Cindy Kolsin	FN			

Number of Student Majors: 100-200

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SADDLEBACK COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree
Foods	B. Gershman/M. Gritton	X	X
Interior Design	A. Thomas/R. Jacobson	X	X
Modeling	N. Kessler/M. Gritton	X	X
Nutrition	B. Gershman/M. Gritton	X	X
Travel Management	S. Belfield/R. Jacobson	X	X
Visual Merchandising	N. Kessler/M. Gritton	X	X

Faculty	

Number of Student Majors:

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SAN BERNARDINO VALLEY COLLEGE

701 South Mt. Vernon Ave., San Bernardino 92410
(714*) 888-6511 (*Effective 11/14/92, area code will change to 909)

District: San Bernardino CCD

Contact:		
	Juliann Martin Family & Consumer Science (714) 888-6511 x1503	Tom Clark Dean of Vocational Education (714) 888-6511 x1129

Programs	Coordinator	Certificate	Degree
Clothing Construction & Alterations	Susan Shimoff	X	
Costume Design	Susan Shimoff	X	
Dietetic Aide	Juliann Martin	X	
Early Childhood Development	Juliann Martin and Barbara Harkness	X	X
Infant		X	
School Age		X	
Family & Consumer Science	Juliann Martin		X
Fashion Merchandising	Susan Shimoff	X	X
Interior Design	Susan Shimoff	X	X

Faculty			
FT	E. Baldwin	RM	
FT	Barbara Harkness	CD	
FT	Juliann Martin	FN, GHE, CD	
FT	Susan Shimoff	CT, ID	
PT	A. Angelo	CD	
PT	D. Bates	CD	
PT	N.J. Hutton	FN	
PT	K.A. Kocher	CD	
PT	J. Lowe	CD	
PT	P. Mitchell	CD	
PT	D.L. Robinson	CD	
PT	V. Rodriguez	CT	
PT	N.L. Rootland	CD	
PT	H.S. Wallich	CD	
PT	C. Wight	CD	

Number of Student Majors: 401-450

SAN DIEGO CITY COLLEGE
1313 12th Avenue, San Diego 92101
(619) 230-2400

District: San Diego CCD

Contact: Gloria Lyon
Department Chair
Consumer & Family Studies
(619) 230-2648

Programs	Coordinator	Certificate	Degree
Child Development	Berta Harris, Director	X	X

Faculty		
FT	Berta Harris	CD
FT	Gloria Lyon	CD
PT	Ida Cross	CD
PT	Susan Fontana	CD
PT	Eleanor Hoffman	CD
PT	Linda Kripke	CD
PT	Bonnie Mello	CD
PT	Penny Skemp	CD

Number of Student Majors: 251-300

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SAN DIEGO COMMUNITY COLLEGE CONTINUING EDUCATIONAL CENTERS

5350 University Avenue, San Diego 92105
(619) 230-2150

District: San Diego CCD

Contact: Marjorie Howe
Resource Instructor
(619) 230-2150

Programs	Coordinator	Certificate	Degree
CHE Non-credit courses offered	Marjorie Howe		

Faculty

FT	Magda Brown	CT
FT	Sue Engleman	CD
FT	Midge Neff LeClair	CT
FT	Shirle Nester	CSHD
FT	Eldora Winter	PE
PT	Elena Adams	PE
PT	Mary Aeschbacher	PE
PT	Pam Allegra	PE
PT	Samuel Alpizar	FSM
PT	Alice Andrus	PE
PT	Marilyn Biggica	FN
PT	Margaret Briers	CT
PT	Aida Bucon	FN
PT	Linda Bunn	FN
PT	Carolyn Burns	CT
PT	Elena Cota	FN
PT	Betty Daniels	CT
PT	Yolanda Davis	PE
PT	Marsha De Forest	PE
PT	Joyce Desrocher	PE
PT	Carol Dubke	PE
PT	Winifred Dunn	CE
PT	Sherry Engberg	PE, FN
PT	Judy Ewing	FN
PT	Nancy Fisher	CT
PT	Patricia Fuhrer	CT
PT	Maire Gordon	CSHD
PT	Leslie Grain	PE
PT	Patricia Granados	PE
PT	Kathy Green	CT
PT	Sharon Gregory	FN,CSHD
PT	Myra Greulich	CSHD
PT	Claudette Harshberger	FN,CSHD
PT	Eleanor Hermanns	PE
PT	Collette Hessler	PE
PT	William Holman	FSM
PT	Gwen Jensen	FN
PT	Dorothy Jones	CT
PT	Nina Jones	FN
PT	Joo Soon Jones	FN
PT	Ellen Keith	FN

Number of Student Majors:

(continued on next page)

SAN DIEGO COMMUNITY COLLEGE CONTINUING EDUCATIONAL CENTERS
(continued)

Programs	Coordinator	Certificate	Degree

Faculty

PT	Edna Kerrigan	CSHD
PT	Nancy Kostman	CE
PT	Harriet Krokee	PE
PT	Robery Kropp	PE
PT	Mary Jane Kruse	CE
PT	Susan LaFlam	CE
PT	Rita Machi	PE
PT	Marilyn May	ID
PT	Jeanne McCommins	CT
PT	Lynn McKinley	CSHD, CSM
PT	Norman Milstein	CSHD
PT	Diane Murdoch	FSM
PT	Darlene Myers	PE
PT	Janet Neeb	PE
PT	Lucky Okotie	FN, CT
PT	Segunda Ordona	CT
PT	Dolores Parks	PE
PT	Yvonne Perez-Collins	CT
PT	Rosemary Pope	CSHD
PT	Joanne Reel	CE
PT	Dale Roybal	CT
PT	Marcia Reed	CT, CSHD
PT	Joan Reynolds	CSHD
PT	Yvette Rollins	CT
PT	Donnie Schiff	CT
PT	Theresa Scrafford	PD
PT	Patricia Shields	PE
PT	Rosa Schook	CT
PT	Priscilla Simpson	CT
PT	Linda Stende	PE
PT	Jean Stein	CSHD
PT	Catherine Straub	PE
PT	Kathy Tritsch	CT
PT	Kit Tow	FN
PT	Martha Veizaga	CT
PT	Roma Weaver	PE
PT	Alice White-Bell	CSHD
PT	Joan William	PE
PT	Janet Wolf	CE, FN
PT	Susan Woods	CE
PT	Sylvia Zampa	FSM

Number of Student Majors:

SAN DIEGO EDUCATIONAL CULTURAL COMPLEX
4343 Ocean View Blvd., San Diego 92113
(619) 230-2800

District: San Diego CCD

Contact: James R. Smith, Associate Dean
(619) 230-2837

Programs	Coordinator	Certificate	Degree
Child Development	Jim Smith	X	X
Continuing Education Division:	Sheila Shaw		
Clothing/Textiles	Sheila Shaw		
Foods/Nutrition	Sheila Shaw		

Faculty		
FT	Sue Engelman	CD
FT	Shirley Junior	CD
FT	Midge Neff-LeClair	CT
PT	Carolyn Burns	CT
PT	Patricia Censoplano	CD
PT	Susan Fontana	CD
PT	B. Lucas	CT
PT	Sue Martin	CD
PT	Lenore McKinnon	CD
PT	Lucky Okotie	FN
PT	Segunda Ordona	CT
PT	Catherine Straub	CD

Number of Student Majors: 0-50

SAN DIEGO MESA COLLEGE
7250 Mesa College Dr., San Diego 92111
(619) 627-2600

District: San Diego CCD

Contact: Andrea Marx, Department Chair
Consumer & Family Studies
(619) 627-2649

Programs	Coordinator	Certificate	Degree
Child Development	Karen Lowe	X	X
Fashion Design	Andrea Marx	X	X
Fashion Merchandising	Diane Smith	X	X
Interior Design	Pat Silver	X	X
Nutrition/Consumer	Christy DuPraw	X	X

Faculty

FT	Elizabeth Chu	NUT
FT	Christy DuPraw	NUT
FT	LouAnn Gibson	CSHD
FT	Sandy Holland	CD
FT	Shirley Junior	CD
FT	Karen Lowe	CD
FT	Andrea Marx	FD
FT	Mimi Moore	ID
FT	Pat Silver	ID
FT	Diane Smith	FM
PT	Nancy Blandford	ID
PT	Rochelle Bradford	FM
PT	Diana Cavagnaro	FM
PT	Barbara Doren	FM
PT	Joan Fitzgibbons	NUT
PT	Lou Ann Gibson	NUT
PT	Sue Lazear	FM
PT	Brenda Mack-Perkins	FM
PT	Maureen Mitton	ID
PT	Barbara Moynier	NUT
PT	Pat Munyon	NUT
PT	Sally Pike	CD
PT	Wei Ling Rubic	CD
PT	Lissa Skiles	FM
PT	Linda Tucker	FM
PT	Lou Ann Young	ID

Number of Student Majors: 200-250

SAN DIEGO MIRAMAR COLLEGE
10440 Black Mountain Road
San Diego, CA 92126

District: San Diego CCD

Programs	**Coordinator**	**Certificate**	**Degree**

Faculty		
FT	Peter Elias	
FT	Sally Nalven	
PT	Susan Berkhardt	

Number of Student Majors:

CITY COLLEGE OF SAN FRANCISCO
50 Phelan Avenue, San Francisco 94112
(415) 239-3000

District: San Francisco CCD

Contact: Sandra Nager, Department Head
Consumer Arts & Science
(415) 239-3588

Programs	Coordinator	Certificate	Degree
Consumer Arts & Sciences	Sandra Nager		X

Faculty		
FT	Clarisa Durden	CT
FT	Mark Markovich	CT
FT	Sandra Nager	CT
PT	Sonya Barrington	CT
PT	Lillie Benvenutto	CT
PT	Deborah Corsini	CT
PT	Katheryn Cousineau	ID
PT	Emily Dubois	CT
PT	Judy Eben	FN
PT	Maggie Green	CT
PT	Bonnie Himberg	CT
PT	Judy Jackson	CT
PT	Jan Langdon	CT
PT	Pat McCall	CT
PT	Claire Muller-Moseley	FN
PT	Maren Owens	CT
PT	Joy Stocksdale	CT

Number of Student Majors: 0-50

SAN JOAQUIN DELTA COLLEGE
5151 Pacific Avenue, Stockton 95207
(209) 474-5516

District: San Joaquin Delta CCD

Contact:		
	Dr. Hazel Hill Division Chairperson Family & Consumer Education (209) 474-5516	Marcos Contreras Dean of Vocational Education (209) 474-5050

Programs	Coordinator	Certificate	Degree
Apparel Design	Dr. Hazel Hill	X	X
Culinary Arts, Advanced		X	X
Culinary Arts, Basic		X	X
Dietary Service Supervisor		X	X
Early Childhood Education, Advanced		X	X
Early Childhood Education, Basic		X	X
Fashion Merchandising		X	X
Home Economics		X	X
Interior Design		X	X

Faculty					
FT	Char Britto	CA	PT	Joan Briscoe	ECE
FT	John Britto	CA	PT	Janet Orvis-Cook	ECE
FT	Tena Carr	CD, ECE	PT	Gwen Ferrell	ADM
FT	Vivian Harper	ECE	PT	Judy Gilsdorf	FSM
FT	Hazel Hill	ADM	PT	Janel Graffigna	ECE
FT	Jennifer Jackson	ECE	PT	Diane Haight	ECE
FT	Margaret Latimer	FN	PT	Gayle Kenyon	ECE
FT	Joan Ray	FS	PT	Gretchen Kingsbury	FS, CD
FT	Linda Stoner	CD, ECE	PT	Lori Magnante	ECE
FT	Carol Thomas	FN	PT	Lynne McMahon	ID
FT	Rosina Volpicella	ADM, ID	PT	Leslie Merseth	ADM
FT	Dolores Washington	CHE	PT	Richard Minen	FS
PT	Sharon Aiken	ADM	PT	Judy Murray	ECE
PT	Patricia Boer	ID	PT	Claire Oak	ADM
PT	Mary Boskovich	ADM			

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Number of Student Majors: 200-300

SAN JOAQUIN DELTA COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree

Faculty

PT	Joan Richards	ECE	
PT	Marjorie Rudolph	ADM	
PT	Bonnie Spencer	ADM, ID	
PT	Kristine Sullivan	ADM	
PT	Georgia Sutton	ECE	
PT	Syd Thompson	PE	
PT	Jean Wilson	ECE	

Number of Student Majors:

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SAN JOSE CITY COLLEGE
2100 Moorpark Avenue, San Jose 95128
(408) 298-2181

District: San Jose CCD

Contact:	Child & Family Studies (408)298-2181 x3914	William Kesler Division of Social Sciences (408) 298-2181 x3705

Programs	Coordinator	Certificate	Degree
Early Childhood Education Family & Consumer Studies (series of courses)		X	X

Faculty			
FT	Sharon Antonelli	FCS	
FT	Mary Conroy	ECE	
FT	Cia McClung	ECE	
FT	Bob Schirrmacher	ECE	

Number of Student Majors: 50-75

COLLEGE OF SAN MATEO
1700 West Hillsdale Blvd., San Mateo 94402
(415) 574-6161

District: San Mateo County CCD

Contact: Grace Sonner
Fashion/Consumer Arts & Sciences
(415) 574-6285

Programs	Coordinator	Certificate	Degree
Fashion Merchandising	Grace Sonner	X	X

Faculty			
FT	Grace Sonner	CT, FC	
PT	Lois Day	FC	
PT	Pat Evans	FC	
PT	Mimi Tenvold	FN	

Number of Student Majors: 70

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SANTA BARBARA CITY COLLEGE
721 Cliff Drive, Santa Barbara 93109
(805) 965-0581

District: Santa Barbara CCD

Contact: Diana Sloane, Dean
Academic Affairs
(805) 965-0581 x2367

Programs	Coordinator	Certificate	Degree
Cosmetology	Jean Calip	X	
Early Childhood Education	Cecelia Alvarado Kuster	X	X
Hotel, Restaurant & Culinary (HRC)	Tom Smith	X	X

Faculty		
FT	Jean Calip	COS
FT	John Dunn	HTM
FT	Cecelia A. Kuster	ECE
FT	Tom Smith	HTM

Number of Student Majors: COS 15, ECE 100, HTM 65

SANTA MONICA COLLEGE
1900 Pico Blvd., Santa Monica 90405-1628
(213) 450-5150

District: Santa Monica CCD

Contact:

Margaret Smith
Home Economics

Susie Nissen
Dean of Applied &
Perfoming Arts
(213) 452-9290

Programs	Coordinator	Certificate	Degree
Commercial Sewing		X	
Fashion Design & Merchandising		X	X
Foodservices 4 Courses			
Home Economics-General			X
Interior Design		X	X
Nutrition - Transfer Course			

Faculty			
FT	Phyllis Madiso	FC	
FT	Frehteh Mobasheri	FD	
FT	Le Donna Shouse	ID	
FT	Denise Travis	ID	
PT	Celine Alvey	ID	
PT	Ann Bryant	ID	
PT	Conklin John Cheng	FC	
PT	Grace Dinerstein	ID	
PT	Maria Magistro	ID	
PT	Ron Mendleski	ID	
PT	Bonnie Modugno	NUT	
PT	Joan O'Brien	ID	
PT	Margaret Smith	NUT	
PT	Carolyn Thacker	CS	

Number of Student Majors: 50-100

SANTA ROSA JUNIOR COLLEGE
1501 Mendocino Ave., Santa Rosa 95401
(707) 527-4011

District: Sonoma County Junior CD

Contact:	Bonnie Panizzera, Department Chair Consumer Family Studies and Floristry (707) 527-4258	Joel Gordon Child Development (707) 527-4315

Programs	Coordinator	Certificate	Degree
Child Development/ Instructional Aide		X	
Child Development/Preschool & Day Care		X	
Clothing & Textiles		X	
Culinary Training		X	
Dietetic Assistant		X	
Fashion Careers		X	
Food Selection & Preparation		X	
Housing & Home Environment		X	

Faculty		
FT	Ann Conklin	FN, CE
FT	Harriet Lewis	FN
FT	Bonnie Panizzera	FN
PT	Chris Bekins	DET
PT	Billie Blankenship	CT
PT	Sue Cochran	FN
PT	Linda Clark	CT
PT	Karen Comtta	
PT	Denise Elliot-Teller	CA
PT	Mary Fok	FN
PT	Melonie Fulcher	FL
PT	Linda Geary	CT
PT	Carolyn Gustafson	NUT, DET
PT	Natalie Hansen	FL
PT	Jim Hasting	F
PT	Teresa Hesh	NUT
PT	Judy Jackson	CT, FC
PT	Marva Jacobs	CT
PT	Shinko Jaeger	FN
PT	Grant Karle	CA
PT	Josef Keller	CA
PT	Ailene Lee	FL
PT	June Moes	CT
PT	Barbara Moller	F
PT	Sally Murphy	NUT
PT	Ann O'Donnell	FN, DET
PT	Janet Piezza	FL
PT	Roger Proplan	CA
PT	Paul Andrea Schabracq	ID

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Number of Student Majors: 100-200

SANTA ROSA JUNIOR COLLEGE
(continued)

Programs	Coordinator	Certificate	Degree

Faculty			
PT	Joyce Sharpe	FC	
PT	Marilyn Smith	FL	
PT	Joyce Sokolik	NUT	
PT	Jan Tracy	CT	
PT	Ann Vercelli	F	
PT	Joe Vercelli	F	
PT	Mike Vinateri	CA, DET	
PT	Linda Warner-Strong	F	
PT	Isabel Weichel	FL	
PT	Art Woolsey	ID	

Number of Student Majors:

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COLLEGE OF THE SEQUOIAS

915 South Mooney Blvd., Visalia 93277
(209) 733-2050

District: College of the Sequoias CCD

Contact:
Marcy Hall, Chair
Consumer/Family Studies Div.
(209) 730-3799

Dr. David C. Bockman
Dean of Vocational Education
(209) 730-3808

Programs	Coordinator	Certificate	Degree
Child Development	S. Audino	X	X
Color/Image Consulting	Ann Todd/D. Caughron	X	
Consumer/Family Studies	Marcy Hall	X	X*
Interior Design	Lynn Tucker	X	X*
Fashion Design	M. Hall/D. Caughron	X	X*
Fashion Merchandising	Debb Caughron	X	X*
Food Service	Barbara Reynolds	X	
Modeling	Ellen Henderson	X	
Nutrition Aide	Marynora Friedberg	X	

*All majors except Child Development are in Consumer/Family Studies with an option in the specialty.

Faculty		
FT	Susan Audino	CD
FT	Deborah Caughron	FM
FT	Kristy Cone	CD
FT	Marynora Friedberg	NUT
FT	Marcy Hall	FD, CFS
FT	Paulette Kitchel	CD
FT	Barbara Reynolds	FN
PT	Neva Burton	NUT
PT	Peggy DeMuth	CD
PT	Sarah Fisher	FD
PT	Ellen Henderson	FM
PT	Gigi Shacklett	CFS
PT	Ann Todd	FM
PT	Lynn Tucker	ID

Number of Student Majors: 100-200

SHASTA COLLEGE
P.O. Box 496006, Redding, 96049
1065 North Old Oregon Trail, Redding 96001
(916) 225-4600

District: Shaasta-Tehama-Trinity Joint CCD

Contact:	Joan Bosworth Home Economics Program (916) 225-4626	Bill Justice, Director Applied Science Division (916) 225-4671

Programs	Coordinator	Certificate	Degree
Culinary Arts		X	
Display Technician		X	
Early Childhood Education			X
Home Economics Program	Bill Justice		X
Retail Clerk/Fashion Merchandising		X	

Faculty		
FT	Terry Bailey	CT, GHE, FM
FT	Joan Bosworth	FN, HM, GHE
FT	Judy Quine	CD
FT	Carol Rupe	CT, CD, ID, LM
FT	Holly Scrivner	CD
FT	Michael Piccinino	FS
PT	Eve-Marie Arce	CD
PT	Lin Brown	FN

Number of Student Majors: 100-200

SIERRA COLLEGE
5000 Rocklin Road, Rocklin 95677
(916) 624-3333

District: Sierra Joint CCD

Contact:

Roselene Kelley
Human Environmental Sciences
(916) 624-3333 x2292

Bill Tsuji, Dean
Social Science Division
(916) 624-3333 x2260,
2261, 2588

Programs	Coordinator	Certificate	Degree
Apparel Design/ Production	Bill Tsuji	X	X
Chef Apprenticeship	Bill Tsuji		
Early Childhood Development	Roselene Kelley		X
Early Childhood Instruction	Roselene Kelley	X	
Early Childhood Supervision	Roselene Kelley	X	
Fashion Merchandising	Bill Tsuji	X	X
Foodservice	Esther Hogans	X	X
Home Economics	Esther Hogans and Roselene Kelley		X
Interior Design	Bill Tsuji/Shalita Owens	X	X

Faculty

FT	Esther Hogans	CE,LM,CT GHE,FSM,NUT	PT	Mary/Ann Kreshka	ECE
FT	Roselene Kelley	HS,ECE,FCS,FS	PT	Joan Larson	ECE
FT	Shalita Owens	HS ECE,CD	PT	Antoinette Lenahan	HS,CD,ECE
PT	Becky Alejandre	NUT	PT	Laura Pomeroy	NUT
PT	Megan Best	CT,ADM	PT	Janet Reed	FM,FC
PT	Mark Borges	Chef APP	PT	Trish Reid	ID
PT	Gretchen Coleman	HS,CD	PT	Caroline Roberts	NUT
PT	Nira Dean	ECE	PT	Jan Van Schuyver	ECE
PT	Claire Dendinger	NUT	PT	Tracy Toms	ECE,NUT
PT	B. Kay Ericson	ECE	PT	Jacqueline Warriner	ADM,CT
PT	Sandra Haas	NUT			
PT	Jean Hilligas	ECE			
PT	Ann Hiner	GER			
PT	Darlene Jackson	HS,ECE			

Number of Student Majors: 151-200

COLLEGE OF THE SISKIYOUS
800 College Avenue, Weed 96094
(916) 938-4462

District: Siskiyou Joint CCD

Contact: Charlotte Olson
Vocational Education Director
(916) 938-5269

Programs	Coordinator	Certificate	Degree
Consumer Homemaking		X	
Early Childhood Education			X
Foodservice Management		X	
Home Economics	Charlotte Olson		X
Human Development		X	

Faculty		
FT	Charlotte Olson	FN, CD, CE, CS, FCS, HM, CHE, ECD, ECE, FS, FSM,GHE, HET, ID, NUT, PE
PT	Nancy Barnes	CT
PT	Marta Detello	CT
PT	J. Dexter	GER
PT	Carmella Negro	CD, ECE, ECD
PT	P. Nelson	COS
PT	Carolyn Pimentel	CT
PT	Kathleen Poehlman	CT
PT	Maureen Sellstrom	FS
PT	Pam Townley	CT

Number of Student Majors: 0-50

SKYLINE COLLEGE
3300 College Drive, San Bruno 94066
(415) 355-7000

District: San Mateo County CCD

Contact:	Patricia Erickson Home Economics Program (415) 355-7000 x381	Rosemary Leach Fashion Merchandising/ Image Consulting (415) 355-7000 x183

Programs	Coordinator	Certificate	Degree
ECE	Patricia Erickson	X	X
Fashion Merchandising	Rosemary Leach	X	X
Home Economics	Patricia Erickson		X
Image Consulting	Rosemary Leach	X	X

Faculty

FT	Patricia Erickson	FN,GHE,CD
FT	Rosemary Leach	FC,GHE
PT	Carol Lorraine	FC
PT	Claire Muller-Moseley	FN
PT	Suzanne Newcomb	FC
PT	Roseann Slonsky-Breault	FC
PT	Anita Spivack	ID

Number of Student Majors: 201-250

SOLANO COMMUNITY COLLEGE
Suisun Valley Road, P.O. Box 246, Suisun City 94585
(707) 864-7000

District: Solano County CCD

Contact: Carol Bishop, Division Dean
Fine and Applied Arts
(707) 864-7000, x439 or (707) 864-7114

Programs	Coordinator	Certificate	Degree
Child Development ECE	Castles, McMurtry, Moscovitch	X	X
Fashion Design	Charlotte Christensen	X	X
Fashion Merchandising	Peggy Gorbach	X	X
Home Economics	Charlotte Christensen	X	X
Human Development, Family Studies	Steve Davidson		
Interior Design/Merchandising	Doris Lander	X	X

Faculty

FT	Janie Castles	FS, ECE
FT	Charlotte Christensen	FD
FT	Steve Davidson	FS
FT	Nancy DuPuy	FN
FT	Doris Lander	ID
FT	Doyleen McMurtry	ECE
FT	Maureen Moscovitch	ECE
PT	Barbara Ashby	FS, CE
PT	Debbie Barbose	ECE
PT	Barry Bussewitz	ECE
PT	Sarah Glasper	ECE
PT	Rosie Metcalfe	FS
PT	Brenda Padilla	FN
PT	Barbara Pavao	FS
PT	Laurie Perry	ECE
PT	Claudia Robbins	FS
PT	Sarah Sonrise	ECE
PT	Deborah Stewart	FM, FD
FT	Margarita Smith (full time counselor teaching one multicultural CD class)	FS

Number of Student Majors: 51-100, ECE 600

SOUTHWESTERN COLLEGE
900 Otay Lakes Road, Chula Vista 92010
(619) 421-6700

District: Southwestern CCD

Contact:		
	Virginia Armstrong, Coordinator Family & Consumer Science (619) 421-6700 x609	Serafen Zasueta Child Development Program (619) 421-6700

Programs	Coordinator	Certificate	Degree
Child Development	Rosanne Holiday	X	X
Courses Only:			
Family & Consumer Science	Virginia Armstrong		
Family Income Management			
Food Selection & Preparation			
Nutrition Today			

Faculty		
FT	Virginia Armstrong	FCS
FT	Gladys Barrett	CD
FT	Roseanne Holliday	CD
PT	Ruai Crawford	
PT	Ellen Hahn	
PT	Leigh Hinkelman	FCS
PT	Mary McCraw	
PT	Charlene Richardson	CD
PT	Mary Simmons	
PT	Sue Welsh	
PT	Serafin Zasueta	CD

Number of Student Majors: 0-50

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TAFT COLLEGE
29 Emmons Park Drive, Taft 93268
(805) 763-4282

District: West Kern CCD

Contact: Don Zumbro
Dean of Evening College
(805) 763-4282

Programs	**Coordinator**	**Certificate**	**Degree**
Consumer Homemaking Education	Don Zumbro		X

Faculty			
PT	Shirley Daniel	CE	
PT	Brenda Hardt	CE	

Number of Student Majors: 0-50

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VENTURA COLLEGE
4667 Telegraph Road, Ventura 93003
(805) 654-6400

District: Ventura County CCD

Contact: Betty True
Department Head
Home Economics
(805) 654-6400 x1308

Programs	Coordinator	Certificate	Degree
Child Development	Tammy Hassell	X	X
Fashion Design & Merchandising	Betty True	X	X
Home Economics	Joyce Frenette	X	X
Courses Offered:			
Interior Design	Betty True		
Life Management	Joyce Frenette		
Nutrition	Marilyn Godfrey		

Faculty					
FT	Joyce Frenette	CD	PT	Geraldine Rios	FN
FT	Tammy Hassell	CD	PT	Ida Winterbourne	CD
FT	Betty True	FDM, ID			
PT	Carol Dawes	CT			
PT	Marilyn Godfrey	FN			
PT	Jenny Kinney	CT			
PT	Nancy Loman	CD			
PT	Jeri Lupton	CD			
PT	Suzanne Machuk	CD			
PT	Sharon Norbutas	CT			
PT	Sherry Oelschlager	FN			
PT	Pam Oster	FN			
PT	Sue Purdom	CD			
PT	Delma Quan	FN			

Number of Student Majors: 50-100

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VICTOR VALLEY COMMUNITY COLLEGE

18422 Bear Valley Road, P.O. Drawer 00, Victorville 92392
(619) 245-4271

District: Victor Valley CCD

Contact:

Lani Sanders
Home Economics Department
(619) 245-4271

Joanne Eccleston
Chairperson
Child Development
Department
(619) 245-4271

Programs	Coordinator	Certificate	Degree
Child Development	Joanne Eccleston	X	X
Courses Offered:			
Advanced Clothing Construction			
Advanced Serger Techniques			
Beginning Clothing Construction	Lani Sanders		
Fashion Design I, II, III	Paula Berdin		
Handcrafted Items	Charlene Peters		
Machine Quilting I & II	Pat Adams		
Needlecraft & Design	Irene Gagne		
Serger Techniques			
Sewing for the Family			

Faculty		
FT	Joanne Eccleston	CD
PT	Pat Adams	
PT	Paula Berdin	FD
PT	Irene Gagne	
PT	Charlene Peters	
PT	Lani Sanders	CT

Number of Student Majors: 0-50

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VISTA COLLEGE
2020 Milvia St., Suite 200, Berkeley 94704
(415) 841-8431

District: Peralta CCD

Contact: Maureen Knightly
Assistant Dean of Instruction
(415) 841-8431 x218

Programs	Coordinator	Certificate	Degree
None Courses Offered: Family & Consumer Studies (2 courses)			

Faculty	

Number of Student Majors:

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WEST HILLS COMMUNITY COLLEGE
300 Cherry Lane, Coalinga 93210
(209) 935-0801

District: West Hills CCD

Contact: Dr. Don J.P. Forth
Dean of Instructional Services
(209) 935-0801 x326

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Pat Kraft	X	X

Faculty			
FT	Pat Kraft	ECE, PE, CD	
PT	Ruth Blanco	ECE	
PT	Cyndra Fees	ECE	
PT	MaryBeth Miller	ECE	
PT	Barbara Ward	ECE	

Number of Student Majors: 0-50

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WEST LOS ANGELES COLLEGE
4800 Freshman Drive, Culver City 90230
(213) 836-7110

District: Los Angeles CCD

Contact:	Carolyn R. Wilder Family & Consumer Studies (213) 836-7110 x445	Nina Terenbenski Department Head Behavioral Sciences Department (213) 836-7110 x227

Programs	**Coordinator**	**Certificate**	**Degree**
Child Development		X	X
Family & Consumer Studies	Carolyn Wilder	X	X

Faculty		
FT	Marlene Greiner	CD, FCS
FT	Carolyn Wilder	CD, FCS
PT	Shirley Edwards	CD
PT	Elizabeth Evans	CD
PT	M.F. Forge	CD
PT	Pauline Itow	CD
PT	Kathi Cliff Sewell	CD
PT	Yvonne Simone	CD

Number of Student Majors: 0-50

WEST VALLEY COLLEGE
14000 Fruitvale Avenue, Saratoga 95070
(408) 867-2200

District: West Valley Joint CCD

Contact: Judith Camarena
(408) 741-2007

Programs	Coordinator	Certificate	Degree
Children's Center Program Early Childhood Education Foster Parent Program	Judith Camarena	X	X

Faculty	
FT Debbie Barnes	
FT Judith Camarena	
FT Lydia Harris	
FT Roberta Hernandez	
FT Florence Pirotski	
FT Hyacinth Stephens	
PT Lori Adams	
PT Sheryl Eisler	
PT Donna Freedell	
PT Claire Koukasakis	
PT Marianne Lamas	
PT Nancy Lewis	
PT Terry Shue	

Number of Student Majors: 350+

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YUBA COLLEGE
2088 North Beale Road, Marysville 95901
(916) 741-6700

District: Yuba CCD

Contact:

Penny Fredell
Family & Consumer Studies/
Early Childhood Education
(916) 741-6926

Don Ferraiuolo,
Associate Dean
Applied Arts/Science/
Technology
(916) 741-6766, 6767

Programs	Coordinator	Certificate	Degree
Early Childhood Education	Penny Fredell	X	X
Family & Consumer Studies	Kay Sims	X	X
Fashion	Penny Fredell	X	X
Foodservice Management	Steve Richardson	X	X

Faculty

FT	Penny Fredell	ECE,FC,NUT,LM, ID
FT	Steve Richardson	FSM
FT	Kay Sims	CE, NUT, LM, PE, FCS
PT	Kristine Cassidy	NUT
PT	Ann Evans	CT
PT	Susan Huntley	ECE
PT	Ann Kress	ECE
PT	Ed Lewis	ECE
PT	Jorgine Rogers	ECE
PT	Marilyn Retzer	ECE
PT	Donna Sullivan	ECE
PT	John Summers	FCS

Number of Student Majors: 30

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